NEWFOUNDLAND AND LABRADOR TEACHERS' ASSOCIATION

THE

bulletin

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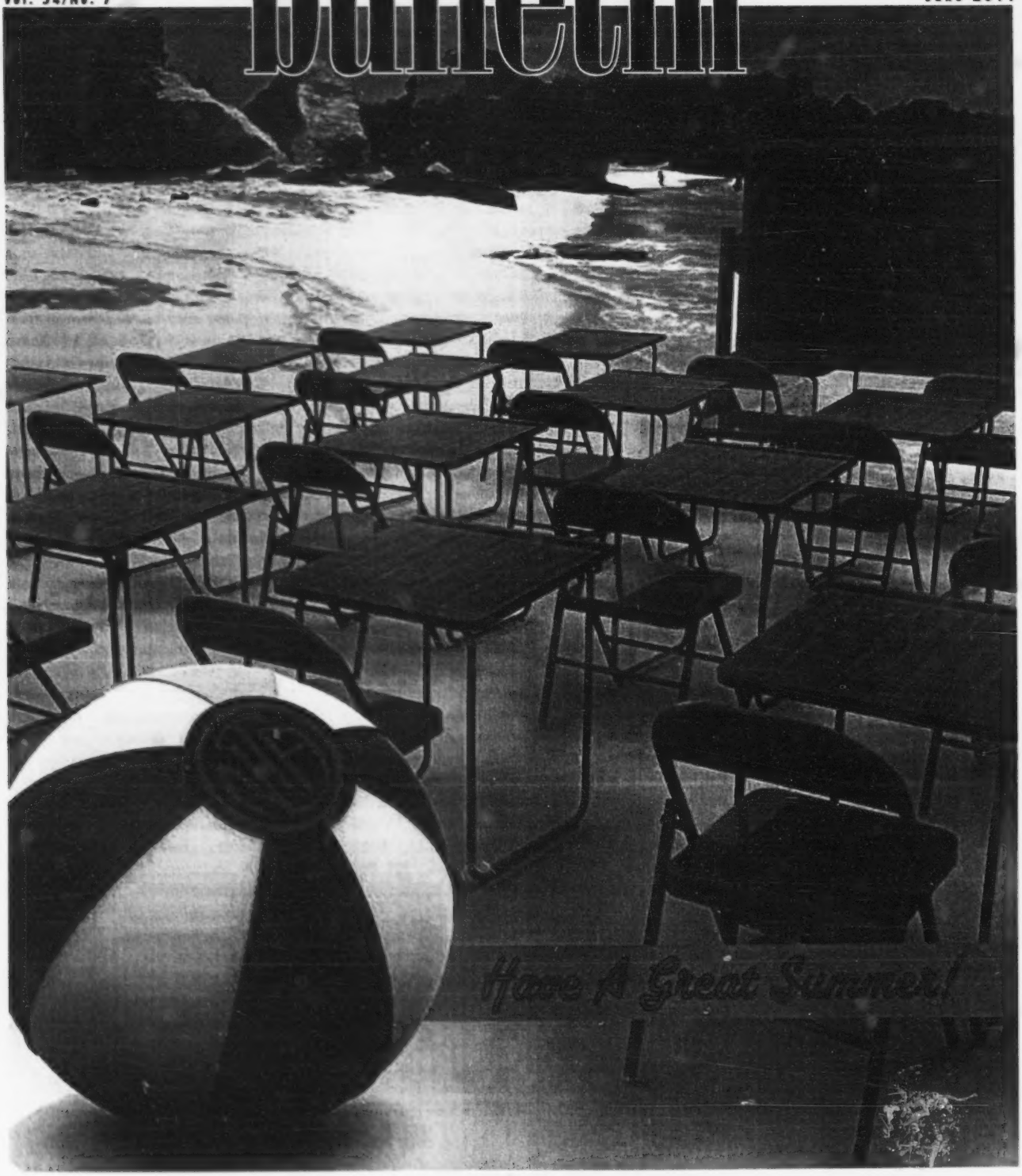
June 2011



Up Front from the President

Time is an equal opportunity employer. Each human being has exactly the same number of hours and minutes every day. Rich people can't buy more hours. Scientists can't invent new minutes. And you can't save time to spend it on another day. Even so, time is amazingly fair and forgiving. *No matter how much time you've wasted in the past, you still have an entire tomorrow.* ~Denis Waitely

As I compose my last *Up Front* for this school year, like you, I cannot believe another year has almost finished. This school year has had many challenges and triumphs for all of us. Our Easter break was the latest it could possibly occur but it was still a well-deserved break for all. I heard many comments on how we all needed time to rejuvenate ourselves in order to be the best we could possibility be for our students. Teaching is a very demanding profession and we do need periods of time to recharge our batteries. I certainly hope that the break did give everyone the opportunity to come back refreshed and ready to take on the remainder of the school year.

I get somewhat concerned when teachers are asked, "What do you do?", and in response he or she will slowly put their head down and say quietly, "I am just a teacher". Why is that? As teachers, we should proclaim the importance and value of education and our vital role in it. We have the blessed opportunity to educate students; we know how precious they are. We have the opportunity to shape them and we can change and impact their growth as citizens of the world. Education and learning needs to be blatantly and proudly promoted and proclaimed at the provincial, national and international levels. It is imperative that the government, through the Department of Education, ensures that students have the proper supports and resources to ensure success. And, likewise, that teachers are provided with the supports and resources we require to create the most enabling environment for students to be successful. And that we are appreciated and respected for the responsibilities that we shoulder to enable all learners to be the very best they can be.

The NLTA's Biennial General Meeting was held during the Easter break and was an overall success. There were many first time participants at the BGM and by all accounts these delegates expressed that the experience was some of the best professional development of their careers. The Association is much stronger and better prepared because those delegates took the time to champion its interests, to face further challenges, and to help set new directions. The act of participating and being active in the Association is vital to preserving the principles that founded our organization 120 years ago. To all those that attended I want to express my appreciation and certainly hope that the experience has given you another perspective of your Association and you will continue to be involved. One major function of the BGM is to elect the Provincial Executive Council for 2011-13. There were 16 candidates who gave freely of themselves to run for the 10 positions that were available. To the successful candidates I want to say congratulations for volunteering to ensure that the direction we are headed is in the best interest of the teachers and education in this province. It is always unfortunate when you have an election that there is not room for everyone who offers themselves. To those who are leaving the Executive I wish you good health and much success. I would also like to encourage all candidates to stay involved with the Association at other levels within your branches and/or schools. Our Association will only ever be as strong as its members.

I attended the Canadian Association for the Practical Study of Law in Education (CAPSLE) conference immediately following the BGM. I had the privilege of watching a DVD called *Shannen's Dream*. Shannen was a young first nation's girl who felt that all First Nation children deserved to have an education in safe, "comfy" schools. The condition of First Nation's schools is often deplorable. Shannen had to leave her community to attend high school and her life was cut short in a car accident as she was returning home. Shannen has inspired a national interest to carry the fight for equitable education rights for all First Nation children and youth. Her story can be shared in your classrooms from grades 3 up and many of the social justice issues already brought to the students of our classrooms can once again be reinforced with this DVD. Many enlightening discussions and conversations will certainly ensue after viewing *Shannen's Dream* and it can be obtained by going to the website heartspeak.ca.

As everyone ties up all the loose ends of another school year and looks eagerly ahead to a well-deserved and hopefully warm summer break, remember that your list of all the things you now have time to complete can wait. Take some "time" to rekindle your energy and to ensure that when September returns once again, that you are ready to pick up the gauntlet and take on all the new challenges that will present themselves. The education system in Newfoundland and Labrador is superb because of the dedication, commitment, and professionalism of our teachers. You are truly valued and much appreciated for going above and beyond each and every day to ensure that the students of this province have a first rate education. Thank you, once again, for all that you do!

Enjoy your "lazy, hazy, crazy days of summer"!

Lily B.

the bulletin

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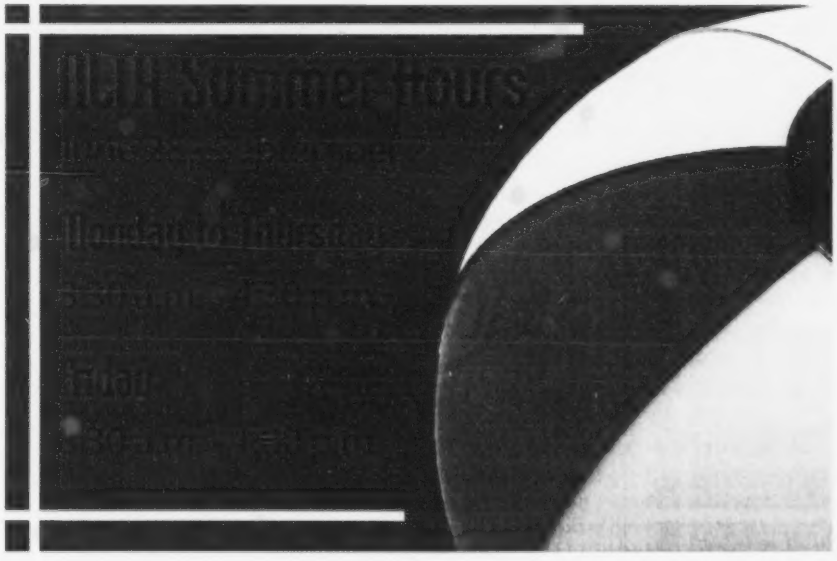


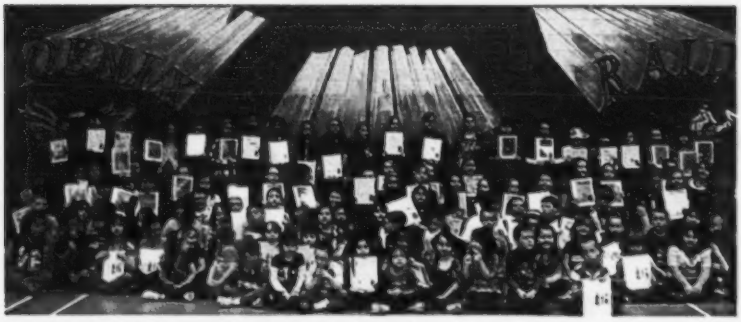
PROVINCIAL/NATIONAL/INTERNATIONAL

NEWS

CARMANVILLE

Big books for little authors

A school in central Newfoundland could hold the record for the most published authors in the area. Students and teachers at Phoenix Academy in Carmanville participated in a program that allowed students to publish their own hardcover books. Students in Kindergarten, Grade 1 and Grade 2 worked together to create a class book while students in Grades 3 to 6 each created their own original narrative or informational book. The Grade 6 intensive core French class even wrote their books in French. Teachers noted that not only did this project allow them to teach many areas of the language curriculum, but the students were very inspired to embrace the writing and editing process. Students celebrated the receipt of their finished books on March 7 by kicking off Education Week with an Authors' Showcase at the school that was well attended by the public and older students. The K-2 classes read their books in the school theatre while the Grade 3-6 students showed off their books in the school gym. Students followed up the next day by reading their books to their big/little buddies in other classes. The Carmanville Public Library purchased two books from each class for its collection and parents were also able to purchase extra copies. While it was a big project, everyone was very excited about the opportunity for students to be real published authors and have a tremendous keepsake from this school year.



Students at Phoenix Academy proudly display their published books.

SPANIARD'S BAY

Holy Redeemer School celebrates World Autism Awareness Day

On March 31, Holy Redeemer School in Spaniard's Bay celebrated its first World Autism Awareness Day, which was a huge success.

"Holy Redeemer indeed gave meaning to the slogan *Light It Up Blue*," said Ronald Fagan, a teacher at Holy Redeemer. "Students were encouraged to wear something blue to raise Awareness of Autism Spectrum Disorder (ASD). The response from students and staff was overwhelming."

To increase and develop knowledge of Autism Spectrum Disorder, stations were set up to further develop students' understanding whereby they could participate in activities that stimulated their senses causing overload. These activities replicated the overload that ASD kids sometimes experience. Many classes throughout the school also created displays.

Students at Holy Redeemer School line up to purchase blue ice cream.

"Blue ice cream was sold for $1.00 which certainly attracted the majority of our student population," stated Mr. Fagan. "Students lined the corridor recess time for their long awaited bubble gum ice cream. Believe it or not, Holy Redeemer students got an early visit from the Easter Bunny. Once again, students anxiously waited to have their picture taken with the Easter Bunny for $2.00, all for such a worthy cause!"

CATALINA

School hosts Canadian author and illustrator Andrea Beck

On May 4, Catalina Elementary School was pleased to host a visit from Canadian author and illustrator Andrea Beck during Canadian Children's Book Week. Andrea spent the morning in the school presenting three different sessions to Grade K-6 students, parents and teachers, with a total of 150 in attendance inspired by her work. Prior to her visit, students were quite familiar with Andrea Beck's website (www.andreabeck.com) and book characters, Elliot Moose and Pierre le Poof, reading several of her acclaimed titles. The jam-packed hour-long presentations included a book reading, role-playing using props and viewing displays of original artwork, storyboards and manuscripts. Andrea also demonstrated how to draw her book characters from circle shapes, and left behind a signed drawing of Elliot Moose as a reminder of her visit. Her message of the importance of using your imagination and "pretend play" will long live on in the students' memory of an awesome day!

Andrea Beck engages the students of Catalina Elementary during her recent visit.

CONCEPTION BAY SOUTH

Physical Educator wins national PETE Award

Jason Desai, Athletic Director at Holy Spirit High School in Conception Bay South, has been selected one of just three national winners of The Physical Education Teaching Excellence (PETE) Award.

The award honors exceptional teachers (one from each province) for their excellence in teaching physical education and their ability to motivate children and youth to participate in physical activity. This award is the only national award in Canada that recognizes physical education teachers for their hard work and dedication in helping to build strong, healthy and physically active children. Three outstanding educators receive the national award.

Jason will attend the PHE Canada national conference where he will be presented with a recognition plaque at the awards ceremony. He also receives a $500 gift certificate to purchase Wintergreen Phys-Ed products.

Principal Scott Crocker says, "The Physical Education Program at Holy Spirit High is exceptional. The tremendous growth in quality programming and student demand in recent years is a direct result of exceptional leadership and advocacy provided by Mr. Desai."

Jason Desai

ST. JOHN'S

St. John's Centre Branch hosts Curling Funspiel

St. John's Centre Branch hosted their annual Curling Funspiel in March at the Remax Center. Despite schools being closed due to weather, teachers trudged through the snow to partake in this event that has been ongoing for years. The event bore witness to the "dress up" contest that had Sweeping Beauties, Hot Rocks and Cowan Heights Tigers, just to name a few. Everyone's efforts were very much rewarded with gift certificates to Jungle Jim's on George Street which were presented by our very own Olympic Gold Medalist Brad Gushue. Stay tuned to *The Bulletin* in the coming year for information relating to next year's event.

St. John's Centre Branch recognizes 2009-10 retirees

St. John's Centre Branch would like to congratulate the 2009 and 2010 retirees from the branch who were recognized at a banquet held this past March. It was such a great honour to celebrate with 12 of the finest teachers the time and dedication they have committed to the children of this province. These individuals have taken a step in their lives now that leads them in different directions; however, they will always remain teachers in their heart of hearts. We wish them well in their future endeavours and remind them they are always welcome to join the branch in any events taking place.

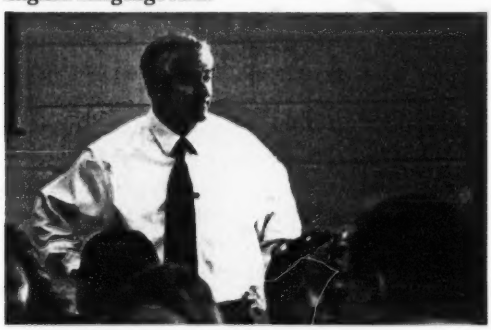
Lisa Wagner

NL French Teacher of the Year

The Canadian Parents for French – Newfoundland and Labrador French Teacher of the Year Award recipient for 2011 is Ms. Lisa Wagner of I.J. Samson Junior High in St. John's. The award recognizes a teacher who has initiated new French Second Language teaching methods, motivated students to excel and made significant contributions to their school and the community-at-large. The awards ceremony took place at Government House in St. John's on May 12, 2011.

English Language Arts Conference a great success

On April 7 and 8, Newfoundland and Labrador was proud to host a literacy institute by Dr. Jeffrey Wilhelm. The institute opened with an evening keynote at Prince of Wales Collegiate in St. John's, followed by a social. Dr. Wilhelm shared some recent research and literacy teaching strategies with 85 participants from various districts across the province that evening and expanded on his initial presentation the next day. Teachers reflected upon how they connect with their students and how they work with students in reading and writing. Dr. Wilhelm offered some suggestions about how teachers can engage boys with literacy and how they can develop meaningful relationships with their students to support classroom learning. This was Dr. Wilhelm's first visit to Newfoundland and Labrador to work with intermediate and senior high English language arts teachers. The literacy institute was exceptionally well received and the sessions were filled to capacity very quickly once registration opened. This institute was a project supported by the NLTA, the Eastern School District and the Canadian Council of Teachers of English Language Arts.



Dr. Jeffrey Wilhelm presenting to the workshop participants.

NEWFOUNDLAND & LABRADOR

NLTA Scholarship awarded

Andrea Bursey from St. John's has been named the 2010-11 recipient of the Newfoundland and Labrador Teachers' Association Scholarship.

Andrea is in the Primary/Elementary program, French Immersion option at Memorial University. She is currently completing her professional year at university in Montreal, Quebec. Andrea comes from a family of teachers: both her mother and grandfather were teachers. In the future, she hopes to teach in Newfoundland and Labrador, as well as take some time to teach English as a second language overseas.

The NLTA Scholarship is awarded annually on the basis of academic excellence and character to a senior student enrolled in the Faculty of Education. The scholarship, valued at $550, is awarded annually by the MUN Senate Committee on Scholarships, acting on the recommendation of the Dean of Education.

CANADA

SEVEC educational exchanges

For 75 years, the Society for Educational Visits and Exchanges in Canada (SEVEC), has worked with schools and community groups to provide educational exchanges, trips and forums for Canadian youth. Give your students the chance to discover Canada on a SEVEC youth exchange.

Why exchange with SEVEC? Travel is free! Costs are funded by the Department of Canadian Heritage; exchanges are designed to fit your schedule; all travel arrangements are made for you; your group will be twinned with an exchange group whose criteria (size of group, age of participants, objectives, etc.) match yours; you will have toll-free telephone service and 24/7 emergency support; resources to help you plan (in print and online) will guide you step-by-step; a SEVEC representative will work with you to help plan and implement your exchange and provide full logistical support; your group will receive souvenirs, such as luggage tags and posters; SEVEC provide group accident insurance coverage.

For further information visit www.sevec.ca or contact 1-800-38-SEVEC / info@sevec.ca.

CLIFFORD MILLS, 1930 – 2010

Clifford Mills, age 80, passed away peacefully in Brookfield Hospital on December 1, 2010 with his wife Clarice and his family by his bedside. Clifford was born in Burlington, Green Bay on July 6, 1930 and received his early education there. He later graduated from Memorial University of Newfoundland with B.A.Ed. and B.A. degrees. He taught school for seven years at Snook's Arm, Rattling Brook, North West River, Labrador and at Valleyfield. He then became Supervisor of Schools with the Department of Education where he served for nine years. In his last years as Supervisor, in the area from Ladle Cove to Trinity, Bonavista Bay, he was responsible for organizing the Cape Freels Integrated School Board. This was the first integrated board in the province in July 1968. One single board replaced eight. He became its first, and up until his retirement, its only superintendent.

Clifford was an active and devoted member of the Lions Club and the Society of United Fisherman. For some years he was also involved in the work of the United Church of Canada, serving as a lay reader and as a Sunday School Superintendent, as well as being a member of the church choir.

Clifford touched the lives of many people in many positive ways. He always looked for the good in people and was always slow and hesitant to condemn. We have all come to appreciate his humility, along with his dedication, efficiency and great devotion to the highest standard of education for the youth of the community. He had the knack for bringing out the best in people and inspiring his fellow workers to strive continually for greater achievement. Cliff was a friend to everyone.

(*Submitted by Clarice Mills*)

Clifford Mills

Newfoundland and Labrador Teachers' Association

Isabel Whiteway

It was with shock and sadness that we learned of first the illness and then the death of NLTA staff member Isabel Whiteway. Isabel passed away on March 4th of this year.

Isabel was hired at the NLTA in July of 1985 as Assistant Accountant in the Finance Division. In 1999 she moved to the position of Accountant and held this position until she was diagnosed with a brain tumor in the winter of 2010.

Well respected among the staff at the NLTA, Isabel is known for her hard work, dedication, advice and sense of humor. She was advisor and confidant to many of the members of the staff and her wisdom and guidance will be remembered forever. Isabel despised gossip and was truly respectful of the lives of her co-workers and all those around her.

Her friends and co-workers knew of Isabel's love and devotion to her husband George (Butch) and daughter Tammi. No conversation with Isabel took place without mention of one or both of them and this was no different when son in-law Paul arrived on the scene. And this pride in family was further strengthened with the arrival of grand daughters Kyleigh and Erin.

Isabel had a strong and loving relationship with all and she gave her love unconditionally.

Isabel faced her illness with the same dignity and strength that she lived every day of her life. It was through her illness that she came to appreciate a new and deeper appreciation for life. And having advance notice of her death she prepared those closest to her for what was to come and the future. She did so with care and love.

If one were to summarize Isabel's life it would be to say she left no regrets. She left nothing unsaid or undone and lived as if her time with us was short – unfortunately it was.

Isabel's smile, her spirt, enthusiasm and her goodness will remain alive in the hearts of everyone who knew her. She was a remarkable woman and a wonderful friend.

A butterfly captures our hearts from the moment they appear. They are vibrant and graceful as their presence lifts our spirits. Gone much too soon, they will never be forgotten.

– Author Unknown

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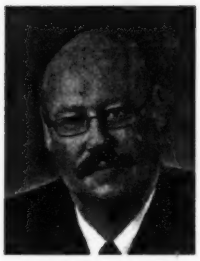

Teachers as Colleagues and the NLTA Code of Ethics

by STEVE BROOKS

The Newfoundland and Labrador Teachers' Association Code of Ethics applies to all members of the Association: Teachers, Substitute Teachers, Administrators, Program Specialists, Itinerant Teachers, Speech Language Pathologists and Educational Psychologists. It serves as a guide to what is considered acceptable professional practice for teachers. The Code recognizes that individual and collective actions taken by members of any professional group may either enhance or detract from the status of that profession. As such, teachers are expected to be aware of, and observe, the principles of professional practice as outlined in the Code. The Code of Ethics addresses six general areas of teacher professional practice: Teacher-Pupils, Teacher-Employer, Teacher Colleagues, Teacher-Professional Growth, Teacher-Professional Organization and Teacher-Parents. While teachers are encouraged to make themselves aware of all aspects of the Code, I want to speak specifically about the Teacher-Colleagues expectations.

The underling premise of the Code of Ethics is that members of the Association do not take actions that are detrimental to colleagues, the profession or the Association. This does not mean that teachers are prevented from bringing forward concerns. It simply means that concerns must be addressed in such a way that they respect the chain of authority that exists and the individual involved. To better illustrate this point I offer the following examples of situations that would fall within the context of the Code of Ethics.

A School Administrator with concerns regarding a teacher's performance in the classroom would first present those concerns to the teacher in question prior to making any report to the school district office. This expectation exists regardless if the teacher is on formal evaluation or not. If after informing a teacher of his/her concerns the administrator chooses to forward concerns to the school district, they do so in a written format with the opportunity for the teacher to include their own comments attached to the written report.

A teacher with concerns regarding the conduct of another teacher, including administration, would first present the concerns to the teacher in question. In cases of professional relations disputes, it would be expected that the teachers submit the dispute to the Association in an effort to achieve a resolution.

A teacher with concerns regarding the performance of a colleague, including substitute teachers, will present those concerns to the teacher in question. Should the teacher make a report on the professional competence of a colleague, they will do so in writing with the opportunity provided to the colleague to provide a written report as well.

Teachers do not by-pass the proper channel of authority or communication. Teachers do not undermine the confidence of students in other teachers. Teachers who tutor other teacher's students must notify those teachers.

Oftentimes questions will arise concerning information reported about a teacher through references provided during a job competition process. It is important to keep in mind that through the reference checking process, the employer will be asking teachers and past administrators their opinion of a candidate's performance for the purpose of determining the most suitable candidate for an open position. This is not the same as a colleague taking the initiative to report concerns about the work of a fellow teacher which might affect their current employment situation. By participating in a job competition process an applicant should expect that their past administrators and noted references will be asked questions that speak to job performance. It is advised to make contact with these individuals and determine if they have concerns that could impact on the applicant's competitiveness in a job competition. Having said this, it would not be acceptable for an administrator or teacher to provide information through a reference which could have negative repercussions for a teacher in his/her current position, without first notifying the teacher as per the example above.

Likewise, teachers are often asked their opinion on who might be the most suitable substitute teacher to replace them when they are absent from school. This would not be considered a report on a teacher's abilities. However, if a teacher provided a negative report to his/her administration regarding the performance of a substitute teacher, it would be expected that the teacher follow the process as outlined in the example above.

It is important to note that the Code of Ethics shall not apply in the case of a teacher who, in good faith, provides statements or evidence to a Court of Law, an Arbitration Board, the NLTA Professional Relations Commission, The NLTA Disciplinary Committee, or any body or official duly authorized by the Newfoundland and Labrador Teachers' Association.

Steve Brooks is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Effective September 2011

Pension Improvements for Teachers on Paid Educational Leaves

by PERRY DOWNEY

For the past year, the NLTA has been in discussion with officials from both the Pensions Division and Teacher Payroll attempting to improve the current process that exists for teachers who are approved for paid Educational Leave and the payment of pension premium while on their approved leave of absence. Currently, teachers while on a period of paid Educational Leave receive 80% of salary and pay 80% of their pension premium. The remaining 20% is considered an approved leave of absence, without pay. Upon returning to work, the teacher can submit a written request to the Pensions Division to purchase the 20% unpaid leave and pay the applicable pension premiums in order to receive full pension accrual for the entire 100% period of leave. In many cases, individual teachers are not aware that they have to submit a request to purchase the unpaid portion of the leave and thus are not credited with the total period of absence towards their pension.

As a result of our discussions, we are very pleased to announce that effective September 2011, a teacher who is approved for a paid Educational Leave will continue to receive 80% of their applicable gross salary (less the applicable deductions) while on leave, but will pay pension premiums based on 100% of gross salary while on leave. As a result, at the end of the leave, the individual will have paid full pension premiums and would have received full pension credits, thus eliminating the need to submit a request to the Pensions Division in the future to purchase the unpaid portion of the leave. From feedback that the NLTA has received from teachers who have availed of a paid Educational Leave in the past, they feel that this new process will improve the current arrangements and eliminate any future concerns regarding pension credits for periods of paid Educational Leave.

Any teacher who has availed of a paid Educational Leave in the past, but has not inquired or submitted a written request to the Pensions Division to purchase the pension service for the unpaid portion should do so as soon as possible. Written requests to purchase or to transfer any pension service should be faxed to the Pensions Division at 709-729-6790. Include on your fax request, your social insurance number and your mailing address. A response, with the applicable cost to purchase or to transfer pension service, will be forthcoming from officials at the Pensions Division and individuals will be given 30 days to decide whether or not they wish to proceed with the transaction. Several options to purchase service are available. If you have any questions regarding this process, please contact the Pensions Division at 709-729-3931 or 3932 and ask to speak to a Pension Specialist.

Perry Downey is an Administrative Officer in the Benefits and Economic Services Division of the NLTA.

Stay Positive at Work, at Home and at Play!

by CLAUDETTE COOMBS

Life runs so much more smoothly when we are well rested, less stressed and feeling positive. Conversely, if any of those conditions are not in order, we tend to react more negatively in any challenging situation. This is due in part to the fact that when we feel well, we have more mental energy to address things that deviate from our plans. It can also be due to the influence of our genetic design.

Often individuals comment on their tendency to look at the darker side by saying: "it's just the way I am"; or, by referencing genetics as their reason for not being more optimistic. Aside from accepting this approach to life as a gift from our ancestors, we can also look at the impact of our environment on influencing our attitude and perspective on life.

It's all in Your Head!

Speaking from a neuro-biological sense, the belief that "it's just the way I am", is an accurate depiction of the brain's response. We are hard-wired to respond in certain ways. Some of these structural components of the brain were formed according to our genetically dictated design. Others were created in response to our environmental nurturing. These behavioural responses are then strengthened by repetition.

However, if this describes you, don't give up yet! It is possible for us to create a more positive response to negative life events by changing our brain.

By actually paying attention to our behaviour and choosing to behave differently, we can reprogram our brain to function differently. With practice, this deliberate focus creates structural changes which support new behavioural responses.

This knowledge gives great opportunity for personal improvement. We can treat each observance of unsatisfactory behaviour as a chance to retrain our brain and permanently modify our behaviour. *Awareness* and *Deliberate Focus* are the initial steps to modifying our brain chemistry and structure and thereby creating a new frame of reference for our behaviour. (Contact me for a list of great reading resources.)

Creating a Positive Life ... at Play

Let's take the easiest scenario first. The word "play" generally implies having fun. It suggests a time and setting where we are mentally free of significant stressors and allow ourselves to "feel good". We engage in thoughts or activities that give us pleasure and make us smile. This behaviour has an effect on the brain's chemistry causing the release of chemicals which enhance positive feelings and perpetuate our sense of well-being.

The upcoming summer break provides the ideal opportunity to recover from a demanding school year and to start retraining our brains to support healthy routines.

Step One: When we pay attention, or someone draws our attention, to behaviours we want to change, we have achieved the first step to identifying problematic thinking.

Step Two: When we focus on the new thought or behaviour, the brain begins to see this as a reality. New neuron pathways are created which support the desired reaction. With increased awareness and focus, plus the repetition of the associated behaviours, these brain pathways become the preferred ones.

If we use the summer to model healthy thoughts and behaviours, it will be easier to continue these, even when other stressors appear.

... at Home

Although this realm of our lives has many inherent challenges, it should also be a place of comfort and security. The extra workload, family expectations and relationship considerations provide us with endless opportunities to practice retraining our brains. The relative comfort and security of home frees some mental space to focus on emotional and social tasks.

If we maintain awareness of our mental and physical state, we are in a position to prevent negativity from causing damage to ourselves or others. This early detection system allows us to recognize and

focus on how we are feeling, then decide to change any obstacles to positive thinking.

Remaining positive at home involves a combination of personal and social factors. We choose how we internally address our thoughts and feelings and this choice creates a predisposition to how we interact socially. By taking the time to consider the impact of our conversations and actions, we can also choose to alter the way we interact with others.

If we practice using the radio concept of the 7-second time delay (time between when we think of something and actually say it out loud), we can avoid many potentially negative communications. If we think carefully before we speak, we can re-evaluate our message and delivery. The content is one communication component that can be mitigated or exaggerated by our tone, volume and body language.

If we have become stuck in unhealthy action and reaction patterns, we can review those behaviours and choose to change those to more positive interaction modes.

... at Work

Now we face what could be the greatest challenge – staying positive at work! Here we have physical, mental and intellectual demands which can be overwhelming. We encounter, not only our personal responses, but also those of the colleagues, students, administrators and parents with whom we have daily contact.

We have all seen how a small group, among a full staff, has the ability to change the atmosphere of a room, for better or worse! By studying social intelligence with its neural circuitry and supporting endocrine systems, we can better understand how this happens. However, just as we need not be an engineer or a mechanic to know how to use a car; likewise, we need not be neurologists, geneticists or biochemists to know how to make good use of our brain power. We only need awareness of the potential and knowledge of the practical strategies.

Our brains receive, interpret and respond to information from others with whom we are interacting. Just as musicians in an orchestra or synchronized swimmers are able to function in harmony with the others, so we are capable of using our social intelligence to enhance our collective well-being.

We know that even one person's bad mood or poor attitude can infect a room and drain the energy from individuals present. Each of us also knows colleagues who bring joy to any setting and we are pleased to be in their company. By attending to the emotions that we feel and then display, we can work to change those which are negative or those which counter personal, and group, productivity and well-being. As we repeatedly practice the more helpful thoughts and behaviours, our brains fix those pathways permanently in its physical structure. Since our adult brains are always changing, we have the capacity to create new pathways that benefit our personal and social lives.

It is evident through research that we have the capacity to change who we have become as a result of the biologic impact of our genetics and our environment. If we are at all interested in becoming or remaining healthy, it is also imperative that we choose to use that capacity to improve our collective well-being.

Now is the time for us to use our minds to redirect the unhealthy brain pathways that we have incorporated into our brain's physical structure. In a nutshell, focus on the positive and take action to create that positive internal and external environment!

Claudette Coombs is a coordinator with the Employee Assistance Program for Teachers. For confidential assistance contact Claudette Coombs (ext. 242) or Judy Beranger (ext. 265).

Shifting My Practice, One Upgrade at a Time

by JIM MURPHY

So, heard the latest buzz? It's all about 21st century learning and the competencies defined by organizations such as www.p21.org and the researchers Trilling and Fadel who are behind titles such as "21st Century Skills". They use terms such as *Learning and Innovation Skills*, *Information, Media and Technology Skills* and *Life and Career Skills*.

These three categories of skills are broken down as follows by the authors:

Learning and Innovation Skills
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills
- Information Literacy
- Media Literacy
- ICT (Information, Communications & Technology) LITERACY

Life and Career Skills
- Flexibility and Adaptability
- Initiative and self-direction
- Social and Cross-cultural skills
- Productivity and Accountability
- Leadership and Responsibility

So, how do we tackle all of this in a language arts classroom, a math classroom, or a science classroom? How does this look, feel and translate to teaching and learning? Heidi Hayes-Jacobs, in her work entitled *Curriculum 21: Essential Education for a Changing World*, declares that in order to shift how learning takes place in an educational institution, then such areas as scheduling, learner grouping, personnel configuration, and space, both physical and virtual, must be carefully considered. Her work in curriculum mapping, which involves the reworking of curriculum using electronic Web based means, is recognized worldwide.

She postulates that a good place to begin shifting classroom practice to align it with the 21st century skills is by upgrading assessment practices, a process that will eventually lead to a revision of curriculum content and the skills required to challenge the new content. So what exactly does this mean and how does one initiate the process?

Hayes-Jacobs states that teachers like the idea of becoming 21st century teachers, but they just don't know what to do differently. Upgrading how we assess can become the lynchpin to re-aligning our curriculum to reflect the skills and needs of this century. Therefore, simple multiple choice tests or constructed response items, considered "mundane" yet necessary, really are relatively low level in terms of revealing knowledge, and certainly cannot be considered "real-world" in their approach.

Hargreaves and Ravitch, from a recent blog entry, point to the deficits of standardized testing (typically multiple choice and constructed response) and that the focus on test scores and narrow achievement goals results in students who are less educated in history, literature, language arts, civics, foreign languages, physical education and science.

So, back to the question... how do I upgrade my assessments?

Hayes-Jacobs suggests a five-step process for developing a pool of assessments that are more reflective of real-world problems and that incorporate technologies, "the types of products and performances contemporary professionals use in a range of subjects that they teach."(Hayes-Jacobs, p.23)

1. Develop a pool of assessment replacements – Make them contemporary and real world connected.
For example: Documentaries; Films; Podcasts; Online courses; CAD Design; Video Podcasts; Websites; Screenplays; E-mail exchanges; Quarterly e-reports; Digital music compositions; Video conferences; Webcasts from live sites; Virtual reality simulations; Online journals; Blogs

2. Identify software, hardware and Internet capacity in the school and district.
By recognizing the available technologies and questioning technical competencies, educators can reflect on instructional approaches in the classroom and target new tools and electronic resources for delivering cur-

riculum. iPads, iPods, interactive whiteboards, smartphones, digital cameras, webquests, Web 2.0, wikis, Moodle and Drupal are examples of important tools and resources available to educators, many of which are in the back pockets of the students. Organize staff professional learning opportunities on a regular basis to increase competencies, but do this with a differentiated approach based on interests and readiness.

3. Replace a dated assessment with a modern one.
Commit to replacing at least one assessment per term. It can be as simple as replacing a short story with a screenplay, or replacing a paper and pencil assessment with the development of a digital portfolio or a webquest.

4. Share your assessment upgrade formally with colleagues and students.
If everyone shares their upgraded assessments, then the pool of available assessments grows and collaboration spawns creativity. Student input can be crucial in the process and negotiating assessments with students is a great means of engaging them and creating a rapport with them.

5. Provide opportunities for ongoing staff development, and not simply meeting once or twice a year to talk about school development or student achievement.
Providing opportunities for teachers to meet and discuss curriculum will encourage them to upgrade assessments and increase their repertoire of pedagogies.

So, as year-end approaches and you begin reflecting on what you need to do to make your curriculum more 21st century ready for students, consider revising how you assess. Once you commence this process, you will discover that how you deliver the curriculum will likely evolve too, as will your ability to bring an exciting new repertoire of strategies to the classroom. Consider mapping these changes to your curriculum delivery and sharing them with others as you forge ahead.

Jim Murphy is Coordinator of the Virtual Teacher Centre.

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Teaching (from the Perspective of a Newbie)

by MELANIE CULLETON

A friend of mine was recently accepted into the Education Faculty at MUN and we were excitedly talking about all the positive things about being a teacher. However, she also wanted to know what I found to be the biggest challenges about teaching. Any teacher knows that there are many challenges associated with teaching, so as you can imagine, I wanted to give her some helpful advice, rather than scare her away from the profession! Her question prompted me to think about how I feel about being a teacher now and what the most difficult aspect of it has been since I began my career.

As far as teaching goes, I guess I'm still pretty new at it. I graduated in August 2007 with a Bachelor of Primary-Elementary Education Degree, ready to take on every challenge that came with teaching. I ignored the common criticisms people make of being a teacher, "You'll have to substitute for years before you get a position in St. John's," or "You won't make much money". I felt I had found my calling. I would remain positive. I knew that I was good at this and I was so excited about the choice I had made to be a teacher.

I began work in a part-time position in September of 2007, just a few weeks after finishing the Fast-Track program at Memorial. It was an overwhelming, but incredibly happy and exciting time for me. Indeed, I felt lucky to have my first teaching job, but working as a part-time teacher is tricky. You certainly end up working a lot more than just part-time hours taking into account that you're involved in school activities, in addition to other obligations such as attending staff-meetings and meeting with parents and students outside of school hours.

However, when I landed a full-time position the following year, I soon came to realize that all full-time teachers also go far beyond the 'call of duty'. The number of hours any teacher works a week is almost unmeasurable. As all teachers, new and seasoned know, teaching is not a 9-3 job as many outside the profession might have you believe. Teaching becomes a lifestyle. Teachers, many who are deep thinkers and planners by nature, are always getting new ideas or coming to new realizations about how to improve life and learning for their students. Many times, these thoughts come while a teacher is lying in bed thinking about the next day, not while he/she is on the clock or sitting at a desk. This might well be the greatest challenge of being a teacher – never leaving your job at work.

So when asked by an aspiring or new teacher what the most difficult part of being a teacher is, I would probably say that it's making sure that you don't lose yourself in the job. We hear over and over again, at every stage of our teaching careers to make time for ourselves. Yet, as teachers, we are often so enthusiastic and so committed to our jobs that we forget to do so. We can end up measuring ourselves by how well we do our jobs, rather than who we are as whole people. The danger in this is that when things don't go the way we have hoped and planned for at work, we feel as though we have failed our students and ourselves.

Taking part in activities we enjoy is important to who we are, how we value ourselves, and how others see us – including our students. Make time to spend with family and friends doing the things that you love and it will make you a happier person, which, in turn, will make you a better teacher. After all, the person you are is the reason you became a teacher. Pass along your passion for life to your students. I remember a quotation by an unknown author which read, "A good teacher is like a candle – it consumes itself to light the way for others," but I strongly disagree. I believe that a good teacher is someone who can help others see the light while following it with them, all the while not allowing the task to consume them along the way.

This summer, be sure to take the time you need to recharge your batteries! Incorporate the things you love into your daily routine, so that when you return to work in the fall, it will be easier to make time for yourself. One of the best lessons you can teach your students is to be well-rounded people, and what better way to show them than by example!

Enseignement (de la perspective d'un novice)

par MELANIE CULLETON

**J'ai essayé mon meilleur pour traduire cet article en français pour tous mes amis qui travaillent dans le CSFP.*

Un ami à moi était récemment accepté dans la faculté d'éducation à MUN et nous parlions de toutes les choses positives au sujet d'être un(e) enseignant(e). Cependant, elle voulait savoir aussi ce que j'ai trouvé était les plus grands défis au sujet de l'enseignement. N'importe quel professeur sait qu'il y a beaucoup de défis liés à l'enseignement, et comme vous pouvez imaginer, j'ai voulu lui donner quelques conseils utiles, sans elle donner une impression négative. Sa question m'a incité à penser à ce que je pense d'être une enseignante maintenant et à l'aspect le plus difficile depuis que j'ai commencé ma carrière.

En réalité, je suis pour la plupart un novice dans la profession de l'enseignement. J'ai reçu un diplôme en août 2007 avec un degré d'éducation au niveau primaire-élémentaire- prêt à prendre chaque défi qui est venu avec l'enseignement. J'ai ignoré les critiques communes des autres, "Tu vas travailler comme suppliante pendant des années avant que tu aura une position à St-Jean," ou, " Tu ne vas pas gagner beaucoup d'argent". Cependant, j'ai décidé de rester positive. J'étais supposé d'être prof.

J'ai commencé le travail en position à temps-partiel en septembre de 2007, juste quelques semaines après j'ai fini le programme "Fast-Track" au Mémorial. C'était vite mais c'est certain que j'étais contente. Je me suis sentie chanceuse pour avoir mon premier poste d'enseignement, mais le travail d'un professeur à temps partiel n'était pas nécessairement coupé en deux. C'est sûr que j'ai travaillé beaucoup plus que juste des heures d'un poste à temps partiel- prenant en considération que dans un poste de demi-temps vous êtes aussi impliqué dans des activités d'école, vos surveillances, les réunions de personnel et vous devez être accessible pour vos élèves et leurs parents dehors les heures de la classe.

Cependant, l'année suivante quand j'ai pris une position à plein temps, j'ai réalisé très vite que TOUS les professeurs font beaucoup plus qu'ils doivent. Le nombre d'heures que n'importe quel enseignant travaille pendant une semaine c'est difficile à calculer. Comme tous les professeurs, nouveaux et expérimentés savent- l'enseignement n'est pas un travail de 9h-15h. L'enseignement devient un style de vie. Les professeurs, beaucoup qui sont les penseurs profonds et les planificateurs par la nature, avaient toujours de nouvelles idées et réalisations au sujet de l'apprentissage de leurs élèves. Souvent, ces pensées viennent pendant le temps personnel d'enseignant. Ceci pourrait être le plus grand défi d'être un professeur: qu'on ne quitte jamais notre travail.

Ainsi une fois demandé par un professeur aspirant ou nouveau ce qui est la partie la plus difficile d'être professeur, je dirais probablement que c'est la difficulté de faire certaine qu'on ne perdre pas nous-mêmes dans notre travail. Nous entendons tout le temps, à chaque étape de nos carrières que nous devons prendre le temps pour nous- mêmes. Toutefois, nous sommes souvent si enthousiaste et engager dans nos travaux, que nous oublions de prendre ce temps personnel et important. Nous pouvons commencer de mesurer qui nous sommes par qu'est ce que nous faisons au travail, au lieu de par qui nous sommes comme des personnes complètes. Le danger en cela est que quand les choses ne vont pas dans la manière que nous avons espérés et travail, nous se sentent comme on avait échoué nos élèves et, en plus, nous- mêmes.

Participant aux activités qui nous donnons le plaisir c'est important pour qui nous sommes, la valeur qu'on donne à nous-mêmes et l'impression qu'on donne aux autres- nos élèves aussi. Faites le temps pour passer avec vos familles et vos amis. Si nous faisons les choses qui nous donnons le plaisir, nous serons des gens plus heureux et c'est sûr que nous serons des meilleurs enseignants. Laissez vos élèves voir votre passion pour la vie ! Je me rappelle d'une citation par un auteur inconnu qui dirait, " Une bonne enseignante est comme une bougie - elle se consomme pour allumer le chemin pour d'autres," mais je ne suis pas d'accord avec ces mots. Je crois qu'un bon professeur est quelqu'un qui peut aider d'autres de voir la lumière et leurs guider à suivre le bon chemin sans être consommer par la responsabilité de leurs aider.

Cet été, soit sûr de prendre le temps de recharger vos batteries! Incorporez les choses que vous aimez dans votre routine quotidienne- quand vous retournez pour travailler en automne, il soit plus facile de prendre le temps pour vous- mêmes. Une des meilleures leçons que vous pouvez enseigner à vos étudiants c'est d'être une personne qui est en bonne santé, et quelle meilleure manière de les montrer que par exemple!

Melanie Culleton is currently on leave from her teaching position at École des Grand-Vents in St. John's.

More than Cardigans and Pamphlets of Change…

by TRENT LANGDON

I ask for a second of your time to partake of some self-directed imagery and visualize your personal construct of the Guidance Counsellor. Would it be that of the cardigan-wearing, brief-case toting, bearded gentleman that arrived at your Grade 9 class for the long-awaited, highly-anticipated, life-changing, pamphlet-based lesson: "So, You Are Becoming a Man…"?; or the reciprocal closed session, "So, You Are Becoming a Woman…"? Well, as I attempt to forage for other examples I quickly realize that this is my personal construct so I will gracefully leave it at that. Though blatantly anti-climactic, the moral of the story is…times have changed and the Guidance Counsellor role has subsequently expanded; but has arguably become less-defined.

So the challenge is to define the entity that is 'counselling' as it exists within the context of a school (The Department of Education has taken on this mission and we anxiously await its conclusions). One might assume that traditional counselling practice would be a role so intrinsic to the Guidance 'Counsellor', that a clear definition of such a competency (as it exists within the school environment) would be easily accessible; but as per the history of humankind, assumptions prove problematic. Our counsellors find themselves in a unique situation as they attempt to practice amidst a mosaic of job roles and responsibilities in an environment that does not easily lend itself to effective and efficient practice.

As it stands, the current ratio of guidance counsellors to students in Newfoundland and Labrador is 1: 500. Given this reality, one's daily schedule quickly becomes saturated with multiple 'cold calls', 'surprise' clients (further to those you have 'penciled in'), and referrals that grow exponentially as you make your way through the hallways or into the staff room. Add circumstances such as teaching responsibilities for some counsellors, duties being spread across four or five rural schools, and expectations to implement all components of a Comprehensive Guidance Program, the 'TIP-OVER' point quickly approaches. These work-related requirements and self-imposed expectations of an 'open door' policy lead to experiences not unlike that of a 'drive-thru window' or a 'call center'. Assisting students through the 'daily grind', responding to 'in-the-moment' personal crises, preventative interventions, and staying 'tuned in' to the school climate, significantly contributes to the 'academic machine' however and encourages it to remain in motion.

Now before you attempt to topple my mini 'soapbox', I would be the first to argue that these same responsibilities and 'time-takers', that counsellors face from day to day in our practice, are essential services within their respective school communities. We, as counsellors, are guilty of 'aiding and abetting' the model by virtue of our altruistic, care-giving personalities (in line with our classroom teaching counterparts). It is however, a unique 'counselling' environment that requires exploration outside of the safe confines of policy.

In order to find the information we seek, let's have a look at the standard that currently exists. The Department of Education's Guidance Policy outlines the roles and responsibilities that are prescribed for the Guidance Counsellor. As demonstrated above however, the realities of our role (and the environment in which we practice) make it extremely difficult to define.

The opportunity to engage in a traditional counselling model or framework which typically includes a set number of scheduled sessions, a clear counselling plan, goal setting, and effective termination of the counsellor-student relationship, is more often than not, unattainable within our schools (and is but one service, amongst a multitude of supports provided to individual students). In addition, the hectic pace, inaccessibility during down times (e.g. summer months), and the degree of need within our schools usually requires that we refer to external agencies for long-term counselling support as the expertise of these professionals lies within the areas of addictions, eating disorders, anxiety, etc.

In these recent times of heightened accountability and diligence, Guidance Counsellors (along with Educational Psychologists and Instructional Resource Teachers) currently find themselves working their way through the intricacies of tracking assessment referrals in our schools (via the Department of Education's Referral Tracking System). Guidance Counsellors are now preparing for the same with regard to the tracking of counselling services being offered to our students. So where do we go from here to find some balance and make an attempt at defining 'counselling' within the school system?

Here is my humble take. Instead of attempting to quantify 'counselling' time by hours/minutes formally 'in session' and numbers of students coming through the turnstile, let's qualitatively track the types and sorts of interventions (which may very well include traditional counselling services) and highlight the successes seen through our ISSP/IEP and inclusionary processes. It is essential to focus on the multitude of variables that make up the dynamics of our profession and contribute to counselling as a collective whole. The roles of identification, daily monitoring, check-in, crisis-response, formal analysis and assessment, life skills development, file management, consultation, family support, counselling, behavioral support, a 'safe zone', an ally, an 'ear', a 'shoulder'… As a school-based practitioner, we hit the entire spectrum and it becomes more about engineering a framework of success for the student, more so than the specific service of counselling.

We are well aware that for every student who maneuvers through the school system with minimal support and meets with great success in adulthood, there are those that require intensive measures to ensure they simply make it through on a daily basis. All school-based professionals contribute to this mechanism of support in some capacity. It is the varying points on a continuum of service that begins at 8:30 a.m. and carries through to 2:30 p.m. (and exists as a reliable 'background' support when the student is not in school) that addresses barriers to change and allow the student to avail of unused opportunities.

We cannot be too restrictive and prescriptive in our definition of the 'counselling' service as it exists in our schools such that we underestimate its true value and range of influence (as part of a student's educational experience).

… and yes, I learned a lot from that pamphlet in Grade 9!

Trent Langdon is a Guidance Counsellor at St. Peter's Junior High in Mount Pearl and Past-President of the NL Counsellors' & Psychologists' Association.

BGM 2011
Democracy in Action

by EDWARD HANCOCK

The whole democratic process was an eye opener. We often take for granted what goes on behind the scenes. So many people put so much work into standing up for teachers. Thank you for opening my eyes.

I liked all the debate and passion expressed by teachers on behalf of the Association and the teachers of the province.

I thoroughly enjoyed my time and feel I will absolutely take part in NLTA in the future.

Found out information of great benefit to my career. Glad that I was given the opportunity to attend and hope I get to return in the future. Inspires me to get more involved in NLTA activities.

I thoroughly enjoyed the experience. I learned so much from this and have lots to bring back to my branch. I hope to get the opportunity to come back.

The above statements are but a small sample of some very positive comments on the evaluation forms completed by delegates and observers who attended the Association's recent Biennial General Meeting during the Easter break. From April 26-29, 2011, delegates and observers from branches, special interest councils and the Provincial Executive debated, discussed, heard presentations and made decisions on many items of importance to teachers and the Association. The BGM also elected the ten members of the new Provincial Executive for 2011-13. This representative parliament is a critical piece of the Association's governance structures through which the membership provides direction to the elected Executive for the coming two years.

Attendance at the 2011 BGM is beginning to reflect the demographic shift being experienced among this province's teacher population. When President Lily Cole asked all those who were attending Convention for the first time to stand and be recognized, over 40 percent of the delegates rose to their feet; an indication of the significant number of Association members just beginning to get involved in Association activities. Further, the proportion of BGM attendees who are early career teachers has steadily increased. This year's 139 attendees (delegates, branch alternates, Executive members and observers) were comprised of 25% early career teachers (0 to 10 years experience), 52% mid-career (11 to 25 years) and 23% late career (26 years and up). There was a 50/50 split between male and female attendees (70 females, 69 males) which, while not yet equalling the 70/30 percent female/male proportions of the teaching population, does demonstrate an improving involvement of females at the BGM. These numbers demonstrate very healthy trends of greater numbers of less experienced teachers and female teachers becoming involved in their Association.

As would be expected, a number of the key issues debated by this BGM arose out of proposed bylaw changes and resolutions submitted by branches and councils. These are reported on in more detail elsewhere in this issue of *The Bulletin*. Among the bylaw changes were proposals to change the date of the province-wide election for President and Vice-President, to change the deadline for nominations for same and to change the Association's fee structure from a percentage base to a flat fee for all members. Resolutions dealt with such diverse issues as pension indexing, the election of the Provincial Executive, teacher leaves, teacher preparation time and allowances, to name just a few. Two major reports, arising from motions passed at the 2009 BGM, were presented to the 2011 BGM; these being the report on printing services and the report on NLTA staffing levels. Delegates engaged in healthy and vigorous debate on many items, debate that was respectful of the positions of other delegates and respectful of the diverse nature of the NLTA membership. It was readily apparent, for the most part, that those who came

to the microphone to speak were well prepared to represent their branch or council.

Debate on several items (e.g., pension indexing, proposed change in fee structure) demonstrated clearly the desire on the part of delegates to find a balance on issues, one that impacts fairly on less experienced teachers and more senior teachers. It was apparent that delegates were not prepared to move in directions that would positively impact one group at the expense of another. This may have partly to do with the fact that all groups (early career, mid career and late career) were well represented, but in addition to that, delegates who were more senior spoke passionately about the desire to protect new teachers as they enter the profession and gain their early experience.

The Awards Luncheon and the President's Banquet at the BGM provided occasions where there was a palpable sense of gratitude and pride extended to those who have served the Association in the past and those who received recognition awards. There was much positive comment on the commitment of these individuals who have worked hard for their colleagues and for the teaching profession. It was wonderful to see a number of past presidents (whose terms of office date back as far as the late 1960s), past executive directors and honourary members in attendance at the President's Banquet. In observing those in attendance at that occasion, one could not help but reflect on the juxtaposition of the early career delegates and observers with those who have served this Association over the past five decades and longer, and it engendered for me a strong sense of pride in the Association and the profession and confidence in the future of both.

Yes, the NLTA's Biennial General Meeting is truly an exercise in democracy. But, like all examples of democracy, this too requires membership participation. Those who are willing to give of their Easter break to attend and represent the membership are to be commended for their dedication to the Association and to teachers, as are those who give of their time and energies to the Association in many other ways.

Edward Hancock is Executive Director of the NLTA.

2011-13 NLTA PROVINCIAL EXECUTIVE

Front Row (l-r): Bill Chaisson *(Corner Brook)*; NLTA Vice-President James Dinn *(St. John's)*; NLTA President Lily B. Cole *(St. John's)*; Derek Drover *(Gaultois)*
Back Row (l-r): Dean Ingram *(Clarenville)*; Joanne Williams *(Goulds)*; Gabriel Ryan *(Holyrood)*; Sharon Penney *(Carbonear)*; Joan Murphy *(Cow Head)*; Sean Weir *(Port Hope Simpson)*; Sherri Rose *(Deer Lake)*; Craig Hicks *(Carmanville)*

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I thoroughly enjoyed the experience. I learned so much from this and have lots to bring back to my branch. I hope to get the opportunity to come back.

The above statements are but a small sample of some very positive comments on the evaluation forms completed by delegates and observers who attended the Association's recent Biennial General Meeting during the Easter break. From April 26-29, 2011, delegates and observers from branches, special interest councils and the Provincial Executive debated, discussed, heard presentations and made decisions on many items of importance to teachers and the Association. The BGM also elected the ten members of the new Provincial Executive for 2011-13. This representative parliament is a critical piece of the Association's governance structures through which the membership provides direction to the elected Executive for the coming two years.

Attendance at the 2011 BGM is beginning to reflect the demographic shift being experienced among this province's teacher population. When President Lily Cole asked all those who were attending Convention for the first time to stand and be recognized, over 40 percent of the delegates rose to their feet; an indication of the significant number of Association members just beginning to get involved in Association activities. Further, the proportion of BGM attendees who are early career teachers has steadily increased. This year's 139 attendees (delegates, branch alternates, Executive members and observers) were comprised of 25% early career teachers (0 to 10 years experience), 52% mid-career (11 to 25 years) and 23% late career (26 years and up). There was a 50/50 split between male and female attendees (70 females, 69 males) which, while not yet equalling the 70/30 percent female/male proportions of the teaching population, does demonstrate an improving involvement of females at the BGM. These numbers demonstrate very healthy trends of greater numbers of less experienced teachers and female teachers becoming involved in their Association.

As would be expected, a number of the key issues debated by this BGM arose out of proposed bylaw changes and resolutions submitted by branches and councils. These are reported on in more detail elsewhere in this issue of *The Bulletin*. Among the bylaw changes were proposals to change the date of the province-wide election for President and Vice-President, to change the deadline for nominations for same and to change the Association's fee structure from a percentage base to a flat fee for all members. Resolutions dealt with such diverse issues as pension indexing, the election of the Provincial Executive, teacher leaves, teacher preparation time and allowances, to name just a few. Two major reports, arising from motions passed at the 2009 BGM, were presented to the 2011 BGM; these being the report on printing services and the report on NLTA staffing levels. Delegates engaged in healthy and vigorous debate on many items, debate that was respectful of the positions of other delegates and respectful of the diverse nature of the NLTA membership. It was readily apparent, for the most part, that those who came

to the microphone to speak were well prepared to represent their branch or council.

Debate on several items (e.g., pension indexing, proposed change in fee structure) demonstrated clearly the desire on the part of delegates to find a balance on issues, one that impacts fairly on less experienced teachers and more senior teachers. It was apparent that delegates were not prepared to move in directions that would positively impact one group at the expense of another. This may have partly to do with the fact that all groups (early career, mid career and late career) were well represented, but in addition to that, delegates who were more senior spoke passionately about the desire to protect new teachers as they enter the profession and gain their early experience.

The Awards Luncheon and the President's Banquet at the BGM provided occasions where there was a palpable sense of gratitude and pride extended to those who have served the Association in the past and those who received recognition awards. There was much positive comment on the commitment of these individuals who have worked hard for their colleagues and for the teaching profession. It was wonderful to see a number of past presidents (whose terms of office date back as far as the late 1960s), past executive directors and honourary members in attendance at the President's Banquet. In observing those in attendance at that occasion, one could not help but reflect on the juxtaposition of the early career delegates and observers with those who have served this Association over the past five decades and longer, and it engendered for me a strong sense of pride in the Association and the profession and confidence in the future of both.

Yes, the NLTA's Biennial General Meeting is truly an exercise in democracy. But, like all examples of democracy, this too requires membership participation. Those who are willing to give of their Easter break to attend and represent the membership are to be commended for their dedication to the Association and to teachers, as are those who give of their time and energies to the Association in many other ways.

Edward Hancock is Executive Director of the NLTA.

2011-13 NLTA PROVINCIAL EXECUTIVE

Front Row (l-r): Bill Chaisson *(Corner Brook)*; NLTA Vice-President James Dinn *(St. John's)*; NLTA President Lily B. Colo *(St. John's)*; Derek Drover *(Gaultois)*
Back Row (l-r): Dean Ingram *(Clarenville)*; Jeanne Williams *(Goulds)*; Gabriel Ryan *(Holyrood)*; Sharon Penney *(Carbonear)*; Jean Murphy *(Cow Head)*; Sean Weir *(Port Hope Simpson)*; Sherri Rose *(Deer Lake)*; Craig Hicks *(Carmanville)*

Teachers Honored

Awards Presented at BGM 2011

In keeping with past tradition, the efforts of a number of teachers who have made significant contributions to both their profession and their Association were recognized at Convention 2011.

John Staple

John Staple • Honorary Member

John was born in 1946 in English Harbour West, Fortune Bay, but grew up in the town of Gander in Central Newfoundland.

After his early education at Hunt Memorial Academy and Gander Academy John attended Memorial University of Newfoundland where he received undergraduate degrees in Education (B.Ed.) and Science (B.Sc). His teaching career began in 1968 with the Avalon Consolidated School Board as Department Head of Mathematics at Bishops College in St. John's. He returned to Memorial University where he completed a Masters Degree in Education (M.Ed.) in the area of Curriculum and Instruction with a speciality in Educational Media. John then accepted a position as Coordinator of Educational Media with the Avalon Consolidated School Board, and while serving in this capacity he was also a visiting lecturer at Memorial University.

In 1983, John was appointed Executive Assistant, Benefits and Economic Services with the Newfoundland and Labrador Teachers' Association (NLTA), and in 1985 accepted an appointment as Director of the Benefits and Economic Services Division of the NLTA. During the 1990-91 academic year he studied at the School of Industrial Relations, Queen's University, receiving a Masters Degree in Industrial Relations (MIR). The focus of his research and course work while at Queen's was in the area of labour law, particularly as it applies to education work environments.

His work as Director of Benefits and Economic Services with the NLTA made him directly responsible for all aspects of the work of the Association in the areas of Collective Bargaining, Group Insurance, Pensions, Legal Services, Contract Administration, Employee Assistance, and matters related to staff development. He also served as Chief Negotiator for the province's teachers in all contract negotiations.

In 1997 John was appointed Director of Economic Services with the Canadian Teachers' Federation, where the main focus of work was on the economic and financial aspects of education and the contribution of education to the economy and society as a whole. He was involved with legislation that had an impact on the well-being of the teaching profession, including the Income Tax Act, Employment Insurance, Federal and Provincial collective bargaining and labour legislation. As part of his role, he acted as a facilitator for networking of the staffs of Member Organizations on a wide range of relevant issues, determined and directed the research elements of the division, and provided direct assistance and advice to Member Organizations on matters of jurisdictional importance. In 2006 John was appointed as Deputy Secretary General of the Canadian Teachers' Federation. As Deputy Secretary General he plays a critical role in overseeing financial and administrative functions at CTF including program development and partnership building.

John was a member of the National Board of Directors of the Canadian Association for the Practical Study of Law in Education (CAPSLE), serving as Secretary/Treasurer in 1994-95, Vice-President in 1995-96, President in 1996-97, and Past-President in 1997-98. He is a Past-President of the Newfoundland Chapter of the Canadian Industrial Relations Association (CIRA) and served as a member of the National Board of Directors of CIRA, responsible for the co-ordination of local chapters, from 1993 to 1997.

John has always had a love of music and was part of a high school rock band called The Airship. They still get together to play special events in Gander and the last time was a high school reunion during the summer of 2010. While at MUN John was involved with the Mu Upsilon Nu fraternity and the Upsilon Singers. The Upsilon Singers are still active and play and raise funds for the MUN Scholarship and various other charities. They have been recognized by the University with a presentation of the Eaton Award and honored by Rotary with a special Paul Harris Award. John was chair of the St. Phillips Recreation

Board for many years and has coached hockey at many levels and skills. His is a member of the Ottawa South Rotary Club and has been President of the Club, served on the Board of Directors for many years and was recipient of the Paul Harris Fellow Award.

John has two children – Adam (wife Adele), a music teacher and Carolyn (partner Doug) who is in the adventure tourism industry. Carolyn's children, River and Willow, are grandpoppy John's pride and joy. John's Father, Lloyd, is still living in Gander and is 93 years young. John and his wife, Jeanie, currently live in Ottawa.

The Allan Bishop Award

Edward Moore of the Placentia Branch is the recipient of the 2010 Allan Bishop Award.

A teacher for over 32 years, Ed was an active member of the NLTA since very early in his career. He held numerous positions within the Placentia Branch including school representative and Vice-President and was President from 1988-93 and 1995-2001. During that time he also served on the Teacher Welfare Issues and Equality Rights in Education provincial committees.

Through his branch involvement, Ed lobbied for province-wide voting for the NLTA President and Vice-President as he felt that all members should have the right to vote for the Association's leadership, and in 1999, the Biennial General Meeting voted to institute province-wide voting.

Ed was first elected to Provincial Executive in 2001 and served in various capacities until 2007. He chaired the Ad Hoc Committee on Elections and Procedures, which developed the policy for governing the procedures for the province-wide vote for NLTA President and Vice-President. He was a member and chair of the Finance and Property Committee and chaired the Pooled Investment Fund and Membership Benefits and Services Committees. He also served as one of the Association's representative on the Provincial Pensions Administration Committee.

Ed retired from teaching in Newfoundland and Labrador in 2008 and subsequently taught for two years at the College of the North Atlantic – Qatar Project.

The Bancroft Award

Stella Johnson of the Baccalieu Branch is a recipient of the 2010 Bancroft Award.

Stella has been involved with the Association and with a number of branches during her over 25 years as a teacher. She was an Executive member with the Belleoram-Wreck Cove Branch, Executive member and President of the Rushoon-Terrenceville Branch and Vice-President and President of the Bay de Verde Branch.

In 2002 with the opening of Baccalieu Collegiate and the closing of five schools within the Bay de Verde and Lower Trinity South Branches, Stella worked with the Lower Trinity South Branch to amalgamate and form the new Baccalieu Branch. Stella served as Vice-President of the new branch from 2002-07 and has been President since 2007.

Stella has organized and chaired the NLTA branch retirement banquets and socials and was instrumental in establishing and distributing NLTA branch scholarships for the schools in the Baccalieu Branch. She has been involved in the planning of Education Week activities, the Rushoon-Terrenceville Branch NLTA 100th Anniversary Celebration, and was a member of the NLTA Provincial Generational Equity Committee, has been a teacher representative on the School Board-Teacher Liaison Committee, has attended CONTACT three times and has been a delegate to the NLTA Convention on five occasions.

Since she began teaching in 1984, Stella has worked diligently to ensure that the membership have a voice. As noted by her branch, Stella continues to actively recruit new teachers to take on leadership roles within her branch executive. This mentorship ensures that new teachers feel comfortable and welcome and ensures that the NLTA will be well represented in the future.

Stella is currently a teacher at Baccalieu Collegiate in Old Perlican.

Sharon Penney of the Carbonear Branch is a recipient of the 2010 Bancroft Award.

A teacher for over 26 years, Sharon has been an active member at the branch level for many years. She began her involvement with the NLTA as a school representative and served on the Executive of the Upper Trinity South Branch for a number of years. She also served on the Bay Roberts and Carbonear Branch Executives before becoming President of the Carbonear Branch in 2008. She has also organized a number of branch retirement socials.

Sharon has been involved since 2005 with the School Board-Teacher Liaison Committee for the Eastern School District in the positions of Chair and Secretary. She has been a member of several provincial NLTA committees including the Communications/Political Action Committee, the Benefits and Economic Services Committee and the Equity Issues in Education Committee and a delegate to the NLTA Convention six times.

Sharon has also been involved extensively in school activities and community organizations. Her

Edward Moore

Stella Johnson

Sharon Penney

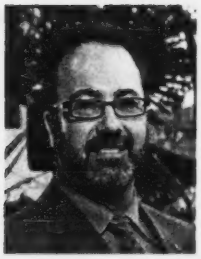
Joseph Lafitte

school level committee involvement has included graduation, healthy schools, school growth and development, occupational health and safety, teacher mentor and the breakfast program. Within her community she is involved with many activities within her church and served as a Beaver Leader for a number of years.

Sharon is currently a teacher at Carbonear Collegiate.

Joseph Lafitte of the Carbonear Branch is the recipient of the 2011 Bancroft Award.

Joe has been teaching for over 25 years and has been active at the branch level for most of that time. In 1992 he served as Vice-President of the Upper Trinity South Branch, and the following year became President. He remained in that position until 2002. He then joined the Carbonear Branch and served as Communications Officer, Treasurer and President. In these roles he produced newsletters, compiled and initiated branch email listings, organized socials, published annual retirement booklets and banquet programs.



Jim Hibbs

He served on the School Board-Teacher Liaison Committee from 1998-2000 and again from 2003-05, and also served on the Communications/Political Action Committee. Since 1992 he has served continuously on the Executive of the Technology Education Special Interest Council (TESIC) in the role of Vice-President or President.

Joe has been a delegate to NLTA's Convention for ten years. He has been a member of the Retirement Planning Committee for the Upper Trinity South Branch and the Carbonear Branch taking on various responsibilities from ordering scrolls, decorating, chairing the committee and even emceeing the event. He also initiated the creation and then maintenance of a website for the Upper Trinity South Branch and created a voting system and ballots for branch elections which were held in school instead of at a branch meeting.

Joe is currently a teacher at Carbonear Collegiate.

David Constantine

The Barnes Award

Jim Hibbs of the School Administrators' Council is the recipient of the 2010 Barnes Award.

A teacher for over 25 years, Jim has been involved in professional development for most of his career. He has been a member of the NLTA School Administrators' Council (SAC) for many years. He has served as President of SAC Region 5, was Provincial SAC President for 2007-08 and also co-chaired the 2008-09 SAC Provincial Conference Planning Committee.

From 2006-08 Jim was the founding President of the Atlantic Association of School Administrators. He also served nationally on the Board of Directors of the Canadian Association of Principals (CAP) as the Newfoundland and Labrador Director, Eastern Vice-President and was President from 2005-06. During that time he also served as a member of the International Confederation of Principals Council.

Jim has represented CAP on the RCMP National Youth Strategy Youth Officer Program Advisory Group, on the Health Canada "Be Drug Wise" Web Development Working Group, the Student Youth and Travel Association (SYTA) Educational Advisory Board, and with PREVNet – a national network of Canadian researchers, non-governmental organizations and governments committed to stop bullying.

Jim produced the first SAC Conference Handbook, initiated discussions on the evolution and future of the NLTA School Administrators' Council and was a member of the NLTA Ad Hoc Committee on the Restructuring of Special Interest Councils. He has presented or been a member of panel discussions at conferences on such topics as leadership, school board consolidation, and student and youth travel. He has written articles for *The CAP Journal* as well as prepared successful proposals for numerous grants and projects through the Literacy Development Council, the Industry Canada Community Access Program Grant and the Northern Telecom National Award. In 1992, Jim was recipient of the Teaching Excellence Award sponsored by the Government of Newfoundland and Labrador.

Jim is currently the principal of Botwood Collegiate.

David Constantine of the Physical Education Special Interest Council (PESIC) is the recipient of the 2011 Barnes Award.

David has been a teacher for over 28 years and has been a member of PESIC for the majority of that time. He was President of PESIC for 2003-10 and co-chaired the Provincial PESIC Conference four times. From 2001-04 he was President of the AWSD Physical Education Special Interest Council and from 2003-10 he was the NL representative for the Physical and Health Education Canada Council of Provinces and Territories.

He has prepared briefs and made numerous presentations in the area of Physical Education including those to the Commission to Review Teacher Allocations and Pre-Budget Consultations, as well as co-authored a provincial curriculum document for the Department of Education for Physical Education courses. He coordinated PESIC's contribution to

the Provincial Physical Education Teacher Survey in 2007 and represented PESIC at the 3rd Annual Future Directions in Physical Education Forum in 2007 hosted by the MUN School of Human Kinetics, Recreation and Physical Education.

Throughout his career David has received numerous awards and recognitions. He has received the Newfoundland and Labrador High School Athletic Federation Recognition Award and their Service Award, he was the Newfoundland and Labrador Basketball Association's Minor Coach of the Year, and received the Achievement Award and the President's Award on two separate occasions. He received the Certificate of Merit from PESIC and the National Physical Education Teaching Excellence Award.

David is credited with revitalizing PESIC to become an active and financially secure organization which represents the interests of physical education teachers throughout the province. He is also a member of the National Basketball Coaching Advisory Committee; a Master Learning Facilitator for Canada Basketball; a NLBA Minor Development Director for six years and a Minor Coaching Development Director for four years; Vice-President of the NLBA; co-chaired the Provincial Student Leadership Conference; an Executive member for two years of the Newfoundland and Labrador Association of Student Advisors; and has been President of the Placentia YBC Basketball Association for over ten years.

David currently teaches at Laval High School in Placentia.

The Special Recognition Award

Sam Synard of the Burin-Marystown Branch is the recipient of the 2010 NLTA Special Recognition Award.

A teacher for over 28 years, Sam has made significant contributions to his community, province and country through municipal government and through community service, environmental stewardship and economic development activities.

Sam was first elected to the Marystown Town Council in 1989 and has served as Councillor, Deputy Mayor, and since 1999, as Mayor. He was elected to the Board of Directors of the Newfoundland and Labrador Federation of Municipalities and served in the roles of President, Vice-President and Eastern Director. With the Federation of Canadian Municipalities (FCM) he served as Atlantic Caucus Chair, Vice-President and, from 1999-2000 as President. Over the years, he has also represented Canadian municipal government on trade missions to Japan, Finland, Denmark, Norway, Scotland and Wales.

In 2000 the Government of Canada endowed the FCM with a multi-million dollar grant to establish the Green Municipal Fund and Sam was appointed chairperson of the Green Municipal Fund Council. During his seven-year period as chair, money from this fund was invested in communities throughout the country to improve community-based environmental infrastructure. Sam worked hard to ensure that Newfoundland and Labrador projects were funded, including $20 million to the St. John's Harbour sewer treatment project. Sam is currently Treasurer of the Green Municipal Corporation, which was set up by the FCM in 2007 to support Canadian municipalities in meeting Canada's climate change and clean air objectives. For a two-year period from 2005-07 he was a member of the Board of Directors of the Atlantic Provinces Innovation Fund, which supports research and development in Atlantic Canada universities and innovative projects from the private sector.

Sam Synard

In addition to his municipal government involvements, Sam has participated in a vast array of community activities including chairing the 2004 Newfoundland and Labrador Provincial Summer Games, serving as Chair of the Burin Peninsula Community Futures Committee, President of the Marystown Kinsmen Club and as a member of the Schooner Regional Economic Development Board and the Burin Peninsula Child Protection Team. Currently, Sam is involved within his community with groups such as the Sacred Heart Academy Breakfast Program, the Burin Peninsula Dialysis Committee, the Mortier Bay Port Authority, and the Grande Meadows Golf Course.

Sam has been an active member of the NLTA since 1983 and served the Association in a number of capacities including as President of the Rushoon-Terrenceville Branch, Executive Member of the Burin-Marystown Branch and was a delegate to several NLTA AGMs. He also served on the provincial NLTA Pensions Committee and the Committee on Gifted Education.

Sam currently teaches at Sacred Heart Academy in Marystown.

Eleanor Cameron-Stockley

Eleanor Cameron-Stockley of the Notre Dame Branch is the recipient of the 2011 Special Recognition Award.

A teacher for 30 years, Eleanor has made major contributions to the social, emotional and spiritual well-being of citizens from many areas of the world, and in particular, Twillingate. As music teacher for schools on Twillingate Island, her unique talents have been showcased and many people have been

Paul Johnson

entertained by her, her students and other community performers under her direction.

Eleanor has written works for string quartets and string trios, numerous full-length musicals, and has arranged folk songs for instruments and voices. She personally writes and arranges much of the choral music performed by her school choirs. She has made exceptional endeavours to help preserve the history and culture of the Twillingate area as well as Newfoundland and Labrador. Beginning in 1997 she has produced scripts, song lyrics, and music for historical musical dramas which have created a living look into the past. She continues to write and research as she enjoys her recent retirement.

Her musicals have required significant research as Eleanor wanted to make the past into vibrant, captivating stories which made history appear before the eyes of the audience. Whether she was recalling the demise of the Beothuk, the drama of resettlement, the building of the hospital in Twillingate, the story of the local hockey team, or the local opera singer who was quite famous in Europe, Eleanor's performances spellbound audiences as they remembered or learned about local history. Eleanor has always ensured that a sizable amount of the funds from the performances were donated to charity.

Choirs directed by Eleanor and private music and performing arts students have received numerous awards at the Gander Kiwanis Festival, including two Junior Rose Bowl Awards and Best Choir of Festival Awards. The Honour Choir of Twillingate Island Elementary School was chosen to perform at the National Arts Centre on Canada Day in 2009 as well as other venues during the trip to Ottawa.

Eleanor retired from teaching in 2010 and currently runs a boat tourism business in Twillingate. Her recent endeavours have included the reconstruction of a mercantile store to a private performing arts theatre named Cameron Hall where students perform nightly in condensed versions of various musicals. This has been a major contribution to tourism in Twillingate and area and has also provided the impetus for several students to pursue a career in performing arts and/or music.

The Patricia Cowan Award for Support and Promotion of Education

Paul Johnson was born in St. John's, Newfoundland and educated at Holloway School in St. John's, King's Collegiate School in Nova Scotia, and Mount Allison Academy and Mount Allison University (Business Administration) in New Brunswick. In 1949, after a period of apprenticeship with three major insurers, and studies from the Insurance Institute, he entered the family business, Johnson Insurance Limited. In 1953, he became Managing Director, and in 1955, President and Chief Executive. It was under Mr. Johnson's leadership in the early 1960s that Johnson Insurance and the NTA established a Group Insurance Plan for teachers including life, health and long term disability insurance. The inception of that Group Insurance Plan in 1964 marked the beginning of what has been a 47-year relationship between the NLTA and Johnson Insurance Limited (now Johnson Inc.), during which Johnson's has acted as Plan Brokers, Administrators, and Advisors to the Group Insurance Trustees. For 34 of those 47 years, Paul Johnson was President and Chief Executive of Johnson Insurance and worked to ensure the relationship was a positive one – and much more than simply a business relationship. At every opportunity, he extolled the importance of teachers and the necessity of a strong education system for the future of the province and its children.

By the 1990s, under Paul's leadership, the Johnson-Unifund Insurance and Benefits Group operated from coast to coast in Canada. In 1998, after 43 years at the helm of Johnson Insurance, Mr. Johnson sold his ownership, after ensuring its continued independence and autonomy, with headquarters to remain in Newfoundland. Since 1975, he has quietly devoted his personal energies and means to preserve and promote the history and natural heritage of Newfoundland. In 1987, he had established the Johnson Family Foundation, and began making significant annual investments in a wide range of projects and natural aspects of Newfoundland. The list of Mr. Johnson's / Johnson Family Foundation initiated projects, some of which have been financially supported by partners, is a long one. By 2011, the various community service initiatives launched by Mr. Johnson reached a total of $50,000,000, with about $30,000,000 of that from The Johnson Family Foundation. Many of these projects and initiatives have contributed much to educating our citizens and youth.

Over the years, Mr. Johnson has also served on a large number of boards and foundations, and has played a leading role in organizing financial campaigns for various institutions and organiza-

tions. He served as a founder and co-chair of the J.R. Smallwood Heritage Foundation, which published the Encyclopedia of Newfoundland and Labrador and endowed the Smallwood Centre for Newfoundland Studies at Memorial University. He is presently Chair of the Grand Concourse Authority, the Railway Coastal Museum, and the Chair of Outreach and Property at the Johnson Geo Centre Foundation.

Mr. Johnson has also been the recipient of 27 awards and honours. These include the Canadian Commemorative Medal for Canada's 125th Anniversary, the Order of Canada, the honorary degree of Doctor of Laws from Memorial University and the Freedom of the City from the City of St. John's. In 2004, he was one of the first recipients of the Order of Newfoundland and Labrador.

Throughout his business career, and after his retirement from business, Mr. Johnson's ongoing contributions to the social, cultural and business life of this province, have been significant. In addition, starting in the 1960s, he established a strong bond and partnership between Johnson Insurance and the NLTA that endures to this day, and his personal support for the work of teachers and for education has been consistently demonstrated over the years.

Resolutions from BGM 2011

Category A: Professional Development

Resources for Teachers

1. That the NLTA seek to have the government provide teachers with curriculum guides and necessary resource materials, in the language of instruction, for courses listed in the Program of Studies. **(CARRIED AS AMENDED)**

Post-Secondary Degree Classification for Physical Education Teachers

2. That the NLTA seek to have Memorial University's Faculty of Education redefine the degree classification received by Bachelor of Physical Education/Bachelor of Education graduates from a "high school" degree to a "K–12" degree. **(CARRIED)**

Maintenance of School Equipment

3. That the NLTA seek to have the employer hire staff responsible for the maintenance of school equipment such as fitness equipment used in physical education, equipment used in skilled trades, and technology, textiles, clothing, art and science laboratory equipment. **(CARRIED AS AMENDED)**

Teacher Appraisal Policies

4. That teacher appraisal policies in school boards not include surveys of parents and students. **(CARRIED)**

Professional Development Fund

5. That the NLTA's Professional Development Fund be extended to provide funding for in-province professional development. **(REFERRED TO EXECUTIVE)**

Category B: Association

Questions for Provincial Executive Candidates

6. That as part of the electoral process for Provincial Executive, candidates for Provincial Executive be invited to provide, in writing, their positions on questions developed by the Electoral Committee, such responses to be circulated to delegates to BGM prior to the election. **(CARRIED AS AMENDED)**

Group Insurance

8. That the Group Insurance Trustees explore the option of including the cost of mobile laboratory services under the health plan to be funded 100% by government. **(CARRIED AS AMENDED)**

Category C: Benefits & Economic Services

Mid-Career Financial Planning

9. That the NLTA develop a policy endorsing a one-day planning session made available for all teachers once in their career (similar to the current pre-retirement seminar) to provide information for financial planning, such session to occur during the regular work day and week with paid leave provided. **(CARRIED AS AMENDED)**

Department Head for Student Support Services

12. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a bonus to be paid to the position of Department Head for Student Support Services. **(CARRIED AS AMENDED)**

Paid Leaves

14. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations five non-discre-

tionary leave days with pay for needs related to the birth or adoption of a child. **(CARRIED AS AMENDED)**

15. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a minimum of five non-discretionary personal leave days with pay for all teachers. **(CARRIED AS AMENDED)**

16. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations two non-teaching days to be scheduled by the board for the purposes of preparing term assessment reports for parents. **(CARRIED AS AMENDED)**

Teacher Allocations for French Immersion

17. That the NLTA continue discussions with the Department of Education to have French Immersion as a separate teaching unit allocation. **(CARRIED AS AMENDED)**

Pension Indexing

19. That the Collective Bargaining Committee include in the opening proposals for the next round of negotiations improvements to the existing pension indexing formula and earlier eligibility for pension indexing. **(CARRIED AS AMENDED)**

Teacher Preparation Time

20. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations the provision of 20% preparation time per day for all teachers. **(CARRIED AS AMENDED)**

Administrative Allowances

21. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations an increased administrative bonus package. **(CARRIED AS AMENDED)**

22. That the NLTA work to lower from 35 to 25 the class size definition which is embedded in Department of Education policy. **(CARRIED)**

School Administrators

24. That the NLTA lobby the Department of Education to adjust the administrative allocations so that schools with 50-174 pupils be entitled to one administrative unit. **(CARRIED AS AMENDED)**

25. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations full-time replacement for principals and vice-principals when out of the school building on employer business. **(CARRIED AS AMENDED)**

Fitness Bonus/Incentive for NLTA Members

26. That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a fitness bonus/incentive for all NLTA members. **(CARRIED AS AMENDED)**

Class Size Maximums for Music and Physical Education

28. That the NLTA seek to have government apply class size maximums to all classrooms including music, physical education, art, technology, etc. **(CARRIED)**

Resolutions from the Floor

Fl.1 That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations a recognition of the position of Department Head for Technology Education Specialists. **(CARRIED)**

Fl.2 That the Collective Bargaining Committee consider for inclusion in the opening proposals for the next round of negotiations that teachers responsible for maintenance and upkeep of technology infrastructure in school facilities be designated an allocation similar to the allocation for learning resources teachers. **(CARRIED)**

Fl.4 That the NLTA examine the per diem amount for meals for retirees when branches host a retirement banquet to determine the amount of increase needed to help support this part of the retirement banquet for all branches, recognizing the difference in cost for a retirement dinner in an area like St. John's and other larger areas versus smaller areas of the island. **(CARRIED)**

Fl.5 That the NLTA seek to have Service Canada Regulations amended to allow for substitute/replacement teachers to be eligible for Employment Insurance benefits even when they have received notification of work for the fall. **(CARRIED AS AMENDED)**

Fl.6 That a new subsection e) be added to Section 3 – Reporting of the Policy on Committees of NLTA to read as follows: "All committees chaired by Executive members shall provide updates of their committee work on a regular basis." **(CARRIED AS AMENDED)**

Fl.7 That the NLTA continue to regularly review its programs and services and regularly update the 2010 Review of Staffing Levels in accordance with the conclusions of the 2010 report. **(CARRIED AS AMENDED)**

Fl.8 That the Collective Bargaining Committee seek to include courses taught from K-6 as part of the requirements for department heads. **(CARRIED)**

Fl.9 That the Collective Bargaining Committee consider for inclusion in the opening proposals that NLTA members who do not use their allocated sick leave days upon superannuation have those days placed in a bank to be used by teachers who have been diagnosed with a long-term critical or terminal illness when their allocated sick leave has been exhausted. **(CARRIED AS AMENDED)**

Fl.10 That the Collective Bargaining Committee consider for inclusion in the opening proposals compensation for any teacher who is required to be in school outside the instructional school day with pay or with time in lieu of extra hours worked. **(CARRIED AS AMENDED)**

Fl.11 That the Collective Bargaining Committee consider for inclusion in the opening proposals the addition of an eighth grade to the current teacher salary scale. **(CARRIED)**

Fl.12 That the Collective Bargaining Committee consider for inclusion in the opening proposals a recognition of a department head position for the primary/elementary divisions in every school regardless of enrolment. **(CARRIED)**

Fl.13 That the NLTA investigate the cost of using an electronic voting system during BGM. **(CARRIED)**

Fl.14 That the official business of BGM start at 7:00 p.m. on Tuesday evening. **(CARRIED AS AMENDED)**

Fl.15 That NLTA poll the membership to determine their views on a March mid-term break to replace the traditional Easter break. **(CARRIED AS AMENDED)**

Fl.16 That the Membership Benefits and Services Committee develop possible policy and guideline scenarios along with implications that would allow members of the Association to become members of a branch where they live rather than where they teach, to be presented to BGM 2013. **(CARRIED)**

Fl.18 That the Collective Bargaining Committee include in the opening proposals reinstatement of sick leave entitlements for all teachers to pre-September 2006 levels. **(CARRIED AS AMENDED)**

New Business Resolutions

NB.1 That the NLTA explore the policies, protocols and associated construction guidelines pertaining to the physical space utilized by guidance counsellors (particularly in newly-constructed schools) given widespread concerns with size, sound-proofing, lack of privacy and inappropriate physical location.
Explanatory Note: *Inadequate conditions compromise the ability of guidance counsellors to effectively meet their job responsibility (e.g. counselling/comprehensive psycho-educational assessment) and create conditions for security breaches that are beyond their control.*
(CARRIED)

NB.2 That the Collective Bargaining Committee consider for inclusion in the opening proposals a gravel road travel rate for all teachers. **(CARRIED)**

NB.3 That the Collective Bargaining Committee consider for inclusion in the opening propos-

als changes to Clause 6.03 so that the criteria for the selection of teachers shall be qualifications, experience and capability. **(CARRIED)**

NLTA By-Law Changes

1. The proposed changes to By-Law III. – Active Membership (Dues) from the Appalachia Branch regarding Association fees was defeated.

2. The proposed changes to By-Law XV.A. – Elections from Provincial Executive regarding a change to the date from February to December of the province-wide election for NLTA President and Vice-President was carried. The wording of this change is as follows:

   "Elections for President and Vice-President shall be held on a day selected by the Electoral Committee, as appointed under section B. of this By-Law, on the first Tuesday in December in the year prior to the year of the expiry of the term of office for that position. Election information will be published in *The Bulletin* at least one month prior to the date of the elections."

3. The proposed changes to By-Law XII.A. (3) and (4) and B. – Nominating and Election Procedures for Officers from the Lake Melville Branch regarding the nomination deadline for President and Vice-President to coincide with the deadline for publication of candidate information in *The Bulletin* was defeated.

4. The proposed changes to By-Law XV. – Elections, Section A. and By-Law XII. – Nominating and Election Procedures for Officers, Section D.(6) – Balloting regarding a change of date for province-wide election and limitation on campaign period was withdrawn by the Lake Melville Branch.

Get Involved
Join a Provincial Committee

Are you a knowledgeable, interested and committed member of your Association? President-Elect, Lily Cole, has established a committee structure for the 2011-13 school years to assist the Provincial Executive Council in conducting the business of the Association. These committees, chaired by members of the Executive, prepare recommendations to Executive on a wide range of issues which affect both Association policy and action. The participation of teachers as members of the committees is essential in providing a link between the Executive and the membership of the Association.

Committees will meet approximately four times per year. Meetings are usually held after school hours; some may be held via teleconferencing. From time to time weekend meetings may be required. Teachers are reimbursed for out-of-pocket expenses for travel, meals and child care as per NLTA policy.

You are asked to consider volunteering to serve as a member of a committee that is of interest to you. **Committee members are usually drawn from the same geographic location (within 90 km) as the chairperson's school.** With the permission of Executive, one committee member may be chosen from outside the geographic location provided that expenses incurred are kept within reasonable limits. Committee members are chosen by the chairperson early in September of each year. All applicants will be informed of the status of their application at that time.

Every effort will be made to have equal representation of males and females and to ensure generational equity on committees. Depending on the terms of reference of the committee, every effort will also be made to include teachers with responsibilities in various areas of the teaching profession.

If you are interested in becoming a committee member, please fill out the form on the NLTA website at www.nlta.nl.ca [click on "Online Forms" and go to "Committee Volunteer Application"] and forward it to Geralyn Costello at the NLTA office by **June 24**. If you require additional information, please contact Geralyn Costello, Executive Assistant, Governance, at 709-726-3223 or 1-800-563-3599, Ext. 222 or gcostello@nlta.nl.ca.

COMMITTEES, 2011-13	CHAIRPERSON	LOCATION
Communications/Political Action	Craig Hicks	Carmanville
Curriculum	Gabriel Ryan	Blaketown
Equity Issues in Education	Jean Murphy	Cow Head
Membership Benefits and Services	Jeanne Williams	Witless Bay
Professional Issues	Sherri Rose	Deer Lake
Teacher Health and Wellness	Sharon Penney	Carbonear

It's My World (but welcome to it)
New online tutorial teaches digital literacy skills to secondary students

by MATTHEW JOHNSON

Popular views of young people's Internet use tend to fall into one of two camps: either teens are "digital natives", so far ahead of their "immigrant" parents and teachers that they have nothing to learn, or they are innocents abroad in a worldwide red light district, sending "sexts" to predators, and posting photos of last night's kegger for prospective employers to see on their *Facebook* profiles.

The problem with these perceptions is that they make the notion of teaching youth digital literacy skills at best redundant and at worst naive: if teens already know everything you're going to teach them or are simply going to ignore it, what's the point? Fortunately, in the last few years there has been a great deal of research done on teens' online behaviours and activities which has shown that both these views are fundamentally false. Not only is the Internet – or at least the parts of the Internet frequented by youth – not nearly as dangerous as widely thought, but the risks that youth face online are quite different from those most commonly portrayed. At the same time, while it's true that many teens display a tremendous degree of comfort and fluency with technology, this does not necessarily translate to their being skilled in using the Internet ethically and effectively. Teens, along with their parents and teachers, are in desperate need of resources to teach essential digital literacy skills, a need that Media Awareness Network (MNet) has sought to address through *MyWorld*, its new interactive digital literacy tutorial for secondary students.

Since the release of *Passport to the Internet*, MNet's digital literacy tutorial for students in Grades 4 to 8, there has been widespread demand from teachers for a tutorial that meets the needs of secondary students. It was immediately clear, however, that the same strategies that worked in teaching digital literacy skills to younger students would not be successful with teenagers. To begin with, the modular nature of *Passport to the Internet*, where each module deals with a separate online issue, would feel artificial to teenagers who are accustomed to multi-tasking. For that reason it was decided to build *MyWorld* around multiple environments from which students can move back and forth – a search engine, a social networking site, and so on – mimicking the tabs or windows a student might have open at any given time. This decision also enhances the tutorial's content, as the main topics that are covered – authentication of online information, privacy management, online relationships, and behaving ethically online – are relevant to many Internet environments.

One of the reasons *Passport to the Internet* is successful is because completing each module feels like playing a game, but teenagers are less interested in playing simple games than younger children. The games teens play generally have some element of narrative or create a consistent and believable (though not necessarily realistic) environment. With this in mind, *MyWorld* is divided into themed chapters, with each involving the student in a storyline that relates to its main topic – with a variety of side-trips and detours along the way. (These chapters can be completed in any order, and teachers are free to use only as many chapters as are relevant to their classroom practice.) This narrative approach also gives students a chance to be more invested in the choices they're asked to make, an advantage since teens are less willing than younger children to perform tasks for their own sake.

Do teens believe that they have anything to learn about the Internet? A number of studies have shown that youth are quite conscious of the limits of their online knowledge. Unlike adults though, teens are less likely to use manuals or "Help" menus when they have questions, turning instead to parents, teachers and especially peers. This is why the tutor-

ial's "Help" system, through which most of the educational content is delivered, has been structured as a video chat with four different online friends. Each of these contacts – three teens and one teacher – is an expert on a different aspect of Internet life, and provides students with information and advice on the issues and topics they'll encounter. One consistent aspect of MNet's educational materials is the teaching of skills that empower students, rather than imposing rules that limit them. This philosophy is reflected in the way that new options appear in the tutorial when a student has talked to one of his or her friends on a particular topic. These multiple options also increase the game's "replayability", as most of the tasks have at least three possible outcomes depending on the student's choices. Of course, knowledge is only as good as the use to which it is put, so there are a few cases where learning new skills from a friend actually makes a *worse* choice available.

Another thing every parent and teacher knows about teenagers is that they are primed to reject anything they see as phony or childish. The broadly humorous approach taken with *Passport to the Internet* would not fly with them; instead *MyWorld* maintains a witty, somewhat irreverent approach while trying to simulate teens' online experiences as closely as possible by reflecting the concerns youth themselves have expressed about being online. For instance, research has shown that high school students – who do nearly all of their research for both school and personal topics on the Internet – are aware of how much misinformation is out there, but lack the skills to identify reliable sources or separate good information from bad. The first chapter teaches students how to perform a wide range of authentication tasks, from verifying a source's credentials to identifying the purpose of a Web site and understanding how that affects its reliability. Some of these tasks come in the form of "assignments" from Mr. Billings – *MyWorld*'s resident teacher – but many are presented in the ways students are most likely to encounter them online, such as: a phishing scam that appears as a simple e-mail inviting the student to click on a link; an invitation to participate in "Dunk a Dane Day" that introduces the topic of online hate speech. Each chapter ends with a series of linked tasks that are designed to let students synthesize what they have learned up to that point. In chapter one, for example, students are taught how to properly use and evaluate articles in *Collaborapedia* (*MyWorld*'s equivalent of *Wikipedia*) by learning how to determine whether an article is reliable through looking at its content, edit history and the identities

Piper's Frith
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Workshops, mentorship, inspiration
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Join mentors Joan Clark, Michael Crummey and Don McKay for small-group workshops and one-on-one explorations of your writing. Social evenings and stunning surroundings enhance this intensive experience.

Piper's Frith takes place at Kilmory Resort, nestled in the Piper's Hole River Valley amidst the wildness of the Burin Peninsula. New, emerging and mid-level career adult writers are welcome to apply.

The cost is $615, including all program fees, accommodations, meals and social events. Visit www.**literaryartsnl**.com for details or to apply.

The Literary Arts Foundation is grateful for the support of Piper's Frith received from the Newfoundland and Labrador Arts Council, NLTA, Piper's Department Stores and the Department of Tourism, Culture and Recreation's CEDP.

Literary Arts Foundation
Newfoundland & Labrador

of its contributors, and even how to improve an article by flagging errors, omissions or other problems.

Conventional wisdom holds that young people have little concept of privacy, but again research has shown this is not true. Teenagers have a highly developed sense of privacy – particularly where their parents and teachers are concerned – but little awareness of the ways in which their privacy can be compromised and the tools they have at their disposal for controlling it. For this reason *MyWorld* focuses on teaching youth how to *manage* their privacy by giving them the critical thinking skills to decide what data to give away and in what context. Studies have shown that youth underestimate how much of their data can be sold or shared online by companies, so rather than focusing on a single environment, chapter two shows how privacy issues on different parts of the Web interrelate. Installing an application to a social networking profile, for instance, may result in photos and other data being stolen and posted publicly; failing to read a site's privacy policy can lead to data being sold for targeted marketing. This chapter also asks what may be the most-feared question among teens: should you accept a Friend request from your Mom? (As is often the case, the tutorial allows for more than one right answer.)

For teenagers, of course, the Internet is primarily an extension of their social lives, which is why chapter three deals with online relationships. This is also the chapter that tackles online safety, providing a corrective to the discredited notion of the "Internet predator" who presents a false identity in hopes of luring and abducting a child. In reality, the majority of offenders make no effort to conceal either their identity or their intentions, and most victims are willing participants who sincerely believe the perpetrator to be in love with them and vice-versa. Because of this, a major element of online safety is teaching teens to recognize unhealthy and illegal online *relationships*. While teenagers may have become inured to online safety messages, research shows that it is overwhelmingly teens who are most at risk of online sexual exploitation. To address this, chapter three teaches students the factors that put a young person more at risk for online sexual exploitation and have them apply what they've learned by recognizing these factors in a friend. This chapter also reinforces to teens that they have to treat their friends online the way they would like to be treated themselves – and that they have a responsibility to act if one of their friends is in trouble, whether from an inappropriate Internet relationship or getting involved in online gambling.

With the goal of empowering, rather than frightening students "scare tactics" are avoided in *MyWorld*. The flipside of empowerment is the responsibility to act ethically – which is the topic of chapter four. Here students learn about copyright, public domain and Creative Commons as they make decisions while looking for a song to use as a soundtrack for a class video project. Online plagiarism is addressed when a research assignment leads them to both an "essay mill" and a legitimate source; if the latter is selected, the student has the opportunity to learn about the difference between quotation and paraphrasing and how to cite online sources. Another big ethical issue is cyberbullying: research has shown that a bullying relationship, whether online or offline, has three key players – the perpetrator, the target, and the witness or witnesses. This chapter lets the player experience all three sides of this dynamic as they are invited by a friend to join in bullying someone else; witness ethnically-motivated bullying; and are asked to help a friend defend against a sophisticated online bullying attack. Rather than teaching simple strategies for avoiding or dealing with bullying, which would be appropriate for younger students, these scenarios take advantage of teens' ability to understand shades of grey – without relieving them of their duty to act responsibly. For instance, when defending their friend, students are given the opportunity to turn the tables and expose the perpetrators publicly: in making this choice they must ask themselves whether this would be any different from what the bullies have done.

It's important for parents and teachers to remember that while teens may be more familiar in using particular online environments, the skills and habits that are key to using the Internet to its fullest potential – critical thinking, making wise choices about privacy and relationships, and acting ethically – do not come naturally to any of us. Youth need instruction in these as much as they ever did; indeed, with the potential of the Internet to permanently record the mistakes we make, and distribute them around the world, they need it more than ever.

MyWorld is available through a licensing arrangement. For more information or to preview *MyWorld*, contact: licensing@media-awareness.ca.

MyWorld is made possible through financial contributions from Inukshuk Wireless Learning Plan Fund and TELUS.

Matthew Johnson is Director of Education with the Media Awareness Network.

2011 Pre-Retirement Seminar

REGISTRATION FORM

Name

Home Address

Postal Code

Home Telephone

Social Insurance Number

School Name

School Telephone

Email

Please check which session you will be attending:

- ☐ **Oct. 12-13** – Hotel Gander, Gander
- ☐ **Oct. 20-21** – Holiday Inn, Stephenville
- ☐ **Oct. 27-28** – Mt. Peyton, Grand Falls-Windsor
- ☐ **Nov. 17-18** – Greenwood Inn & Suites, Corner Brook
- ☐ **Nov. 24-25** – Holiday Inn, St. John's
- ☐ **Dec. 1-2** – Holiday Inn, St. John's
- ☐ **Dec. 8-9** – Holiday Inn, St. John's

Will your spouse be attending? ☐ Yes ☐ No

Name of spouse (if attending)

Earliest eligibility date for pension

Have you attended a previous pre-retirement seminar?

☐ Yes ☐ No

Note:

- Teachers within two years of retirement (on or before June 2014) are eligible to attend.
- All participants must pre-register.
- You will receive confirmation prior to seminar.
- Travel costs will be paid according to policy and only to the nearest seminar.
- Teachers are advised to bring a calculator.

Please submit registration form to:

[redacted]

NOTE: As space is limited, registrations will be taken on a first-come, first-served basis.

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Date Received	Confirmation Sent	Information Package Sent

Effective Management of the Informal School Organization: A Modest Proposal

by Dr. Dennis L. Treslan

This is a summary article of the paper by Dr. Treslan.
Click here for the complete paper.

Abstract

This paper addresses three leadership challenges associated with effective management of the informal school organization and offers practical suggestions to principals wishing to enhance this dimension of school operation. Working from the premise that informal organization is an outgrowth of bureaucratically oriented formal organization, effective management of an ever-present bureaucracy may hold the key to improving the effectiveness of informal school organization. Four bureaucratic components are examined for their impact and potential contribution in this regard – division of labor and specialization, impersonal orientation, hierarchy of authority, and rules and regulations.

Managing today's schools is a challenging undertaking involving two interactive organizational dimensions, namely, people and structure. While much has been written about the centrality of structure to attainment of goals and fulfillment of educational plans (Knezevich, 1984; Hoy and Miskel, 2001), less attention has been paid to the fact that schools are also peopled organizations (Lippett, 1991; Hansen, 1991; Owens, 2004). For principals attempting to maximize their school's effectiveness, enhancing the informal organizational presence requires serious leadership consideration (Owens, 1970).

Imagine that one has been tasked with making recommendations for enhancing the informal organizational dimension of his/her school. An immediate challenge is where to find evidence of the presence of this phenomenon. However, remember that potential for informal organization resides within the formal organization (Knezevich, 1984; Kimbrough and Nunnery, 1988) and in the day-to-day groups of people within the school structure. Since there are many such groups in a school and it is from these roots that informal organization derives, principals should endeavor to tap this potential as a source of informal organizational presence (French and Bell, 1990; Hoy and Miskel, 2001).

A second challenge arises when one queries which dimensions of formal organization contribute to this informal school dynamic. Since schools are assumed to be bureaucratic in nature, it is likely that specific components of bureaucracy actually contribute to defining, limiting, creating and/or modifying the invisible, often intangible informal school organization (Silver, 1983; Hoy & Miskel, 2008). These formal bureaucratic components include division of labor and specialization, impersonal orientation, hierarchy of authority, along with rules and regulations.

There is yet a further challenge – the need to examine various definitions of informal organization to better understand its critical components. These definitions (Simon, 1957; Knezevich, 1984; Kimbrough and Nunnery, 1982; French and Bell, 1990; Hansen, 1991; Owens, 2004; Hoy and Miskel, 2008) describe components which include interlocking social structures governing how people work together in practice; the network of personal and social relationships arising as people associate with others in a work environment; and aspects of organization undefined in the formal structure including human relationships, actual power versus formal power, communication and social networks.

From these definitions it becomes clear that principals wanting to understand the critical elements of informal organization should focus attention on those interpersonal relationships emerging from the formal organization itself. These human aspects include beliefs, assumptions, perceptions, attributes, feelings and values associated with people's needs. Given that schools are bureaucratic in nature (Lane, Corwin and Monahan, 1967; Hoy and Miskel, 2008; Treslan, 2008), effectiveness of their informal organizations will reflect the extent to which the ever present bureaucracy is understood and effectively managed, more specifically these four bureaucratic components: division of labor and specialization, impersonal orientation, hierarchy of authority, and rules and regulations.

Division of labor and specialization

Schools like other organizations function by having certain "activities required for the purposes of the bureaucratically governed structure distributed in a fixed way as official duties" (Gerth and Mills, as cited in Hoy and Miskel, 2008, p. 90). Tasks such as teaching, leadership, supervision and decision making (to name but a few) are complex – too complex to be performed unilaterally. This results in a need to divide this labor among individuals. When observed in schools this division of labor seemingly applies to teachers and administrators. Yet ways and means can be explored to capitalize on the decisional contributions of others, namely, students, parents and larger community (Treslan, 1977; Owens, 1987; French and Bell, 1990).

Schools harbor an untapped human potential comprised of talents, abilities, feelings and interactions (French and Bell, 1990; Hoy and Miskel, 2008). These are 'people' qualities, not elements of an organizational chart. Tapping this potential can contribute to school efficiency and effectiveness. But herein lurks a problem – too often administrators fail to recognize this talent pool. So it is not uncommon to find principals unaware, not necessarily unwilling, of the need to build on this human potential by developing outlets for this potential to be realized in daily school management. Six examples of possible administrator action are offered in this regard.

Impersonal orientation

It has long been believed that the reality of a functioning bureaucracy is provision of an impersonal orientation (Weber, as cited in Hoy and Miskel, 2008). When viewed in practical terms this frequently translates into coldness, inapproachability, aloofness, and/or lack of feeling on the part of organizational constituents (French and Bell, 1990; Sergiovanni, 1999; Hoy and Miskel, 2008). For principals tapping into this bureaucratic dimension for the betterment of their schools' informal organization, there is a need to transform often sterile environments in which people sometimes serve as 'non persons' into ones of collaboration and cooperation. Six examples of possible administrator action are advanced in this regard.

Hierarchy of authority

Schools are vertically structured, that is, each office/role is arranged so that every lower office/role is under the control and supervision of a higher one (Owens, 1987; Hoy and Miskel, 2001). This gives rise to the hierarchy of authority displayed in standard organizational charts. The downside of this arrangement in schools is that teachers and students are on the receiving end of orders, rarely having occasion to input ideas to the governance process. This is detrimental to the morale and dignity of all who interact with the school organization, since the very core of informal organizational structure-– individuals – are denied the basic ingredients of their participation--freedom, empowerment and trust (Owens, 1987; Hansen, 1991). To ensure that the hierarchy of authority in schools will enhance rather than detract from informal school organization, six examples of possible administrator action are extended.

Rules and regulations

Schools are notorious for their abundance of rules and regulations in which the administration of law is held to consist in the application of these rules to particular cases (Weber, as cited in Hoy and Miskel, 2008, p. 91). However, teachers and administrators recognize the fallibility of rules and that this is particularly detrimental to the informal school organization (Lane et al., 1967; Norton, 2005; Hoy and Miskel, 2008). And herein lies a dilemma – while rules and regulations are designed to account for the routine and the typical, the world of reality is not entirely foreseeable. Thus rules violation is inevitable because of their nature, their place in the school organization, and the very school organization itself (Lane et al., 1967). In light of this, six examples of possible administrator action are advanced to facilitate effective rule and regulation development and deployment in schools.

In summary, effectively managing the informal school organization is an important leadership responsibility for principals (Owens, 1970; Lipham, Rankin and Hoeh, 1985). Suggestions advanced in this paper for doing so are aimed at assisting principals in enhancing the human side to every bureaucratic action and, in so doing, to minimize any dysfunctional nature of the four bureaucratic elements focused on. These suggestions represent practical considerations for principals interested in enhancing the 'people' dimension of their schools through awareness of the bureaucratic presence in school operation and an understanding that bureaucracy can be groomed to the advantage of the informal organization. Hopefully, this paper might assist principals in achieving this understanding.

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Calendar

UNDERSTANDING MEDIA LITERACY: INSIDE PLATO'S CAVE ONLINE CREDIT COURSE

Six-week summer session (starting July 4, 2011)

An online credit course for teachers, teachers in training, and students interested in communication studies and media education. *Understanding Media Literacy: Inside Plato's Cave* (Cmns 315/ Educ 315) is a breakthrough online three credit course written, tested and endorsed by teachers and delivered in partnership with Athabasca University. Register by June 20, 2011. For further information visit http://athabascau.ca/platoscave.

HUNTSMAN MARINE SCIENCE CENTRE ACTIVE RESEARCHERS

July 11-15, 2011

St. Andrews, New Brunswick. This institute will provide a firsthand experience collecting data for a variety of projects including invasive species and seabird, whale and seal surveys. Includes multiple excursions to the local shore, a boat trip, and lab time to learn about the marine creatures you collect during your field work. Cost is $590. For more information visit www.huntsmanmarine.ca, call (506) 529-1220 or email tdean@huntsmanmarine.ca.

HUNTSMAN MARINE SCIENCE CENTRE MARINE BIODIVERSITY INSTITUTE

July 25-29, 2011

St. Andrews, New Brunswick. This institute is designed to assist teachers in delivering science in the classroom in a fun, hands-on way. Discover the intertidal zone, how to identify marine creatures, and how it all ties in with the science curriculum. The schedule includes excursions to the local shore, a boat trip, lab time, and a tour of our new aquarium. Cost is $590. For more information visit www.huntsmanmarine.ca, call (506) 529-1220 or email tdean@huntsmanmarine.ca.

ATLANTIC ASSOCIATION OF SCHOOL ADMINISTRATORS (AASA) LEADERSHIP SYMPOSIUM MERONA TRUNKS

August 1-2, 2011

St. John's. Sponsored by the NLTA and the School Administrators Council, this symposium is designed for administrators, program specialists and classroom teachers who strive to achieve academic success for all students. Keynote speaker: Rick Singleton, Regional Director of Pastoral Care and Ethics, Eastern Health, NL. Presenter: Damian Cooper, an independent education consultant who specializes in helping schools and school districts improve their instructional and assessment skills. Early Registration (May 31): $150. Late Registration (June 1): $175. For further information contact Bill Tucker, AASA President at billtucker@esdnl.ca or visit the NLTA website at www.nlta.nl.ca.

PHYSICAL EDUCATION SIC CONFERENCE

September 15-17, 2011

St. John's. Further details to be announced.

COSS WORKSHOP: BARBARA COLOROSO LECTURES

October 7, 2011

COSS proudly presents international bestselling author and speaker Barbara Coloroso. She will be presenting two lectures: "Just Because It's Not Wrong Doesn't Make It Right: Teaching Students to Think and Act Ethically" and "The Bully, the Bullied, and the Bystander." Workshop information has been posted on the NLTA website (www.nlta.nl.ca). For more information contact Keith Adey (709) 489-6481 or keithadey@nf.sympatico.ca.

CURRICULUM 21: BOLD MOVES FOR THE TRANSITION

October 20, 2011

St. John's Convention Centre. Presented by the Atlantic Canada Connected Community (ACCC) and the Newfoundland and Labrador Teachers' Association. What do we cut, keep, or create in order to provide our students the best foundation for success in the 21st Century? Join internationally renowned author, consultant and presenter, Dr. Heidi Hayes Jacobs, as she addresses these questions and more. Registration: $125 per person. Eastern School District personnel may register online using the ESD PD calendar. All others, email cwhiteaccc@gmail.com to reserve a seat. ***Note:*** registration is not confirmed until fee is paid.

NL COUNSELLORS'/PSYCHOLOGISTS' ASSOCIATION AGM/CONFERENCE

October 26-28, 2011

St. John's. Further details to be announced.

TECHNOLOGY EDUCATION SIC (TESIC) CONFERENCE CALL FOR PRESENTERS

November 9-10, 2011 (tentative)

TESIC would like to make a call for presenters for the upcoming fall conference tentatively scheduled for November 9-10, 2011. The theme of the conference is *21st Century Learning – Are We There Yet?* Interested persons should contact Thomas Sheppard at thomassheppard@esdnl.ca.

PRIMARY/ELEMENTARY COUNCIL AGM/CONFERENCE

November 2011

Terra Nova Park Lodge. Theme: *Differentiated Instruction*. Precise date and further details to be announced.

COSS WORKSHOP: ATTENTION DIFFERENCE DISORDER: HELPING KIDS AND TEENS WITH ADD/ADHD FROM A STRENGTH BASED PERSPECTIVE

May 18, 2012

Holiday Inn, St. John's. Speaker: Dr. Kenny Handelman, MD – child, adolescent and adult psychiatrist specializing in assessing and treating ADHD. For information contact Keith Adey, keithadey@nf.sympatico.ca, Tel: 709-489-6481; Fax: 709-489-5001.

Dates to Remember

June 2011

June 10-11 NLTA Executive Meeting

June 15 **Deadline:** Notification by board of acceptance/rejection of Deferred Salary Leave requests

June 16 **Deadline:** PD Fund applications

July 2011

July 31 **Deadline:** NLTA Scholarship Applications